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ABSTRACT

This information analysis paper, based on a search of the ERIC data base, deals with methods of evaluating counselor effectiveness. A review of the literature summarizes research concerning counselors and counselor educators, and suggests implications for both groups. Issues and trends for practitioners include certification and licensing; counselor role; accountability; personality and evaluation; counselor self-evaluation; process evaluation; and client-consumer evaluation. Those for counselor educators include interview skills; the practicum; and program evaluation. The second part of this document contains an extensive list of journal article and document abstracts on this topic, all gleaned from the ERIC system. (Author/BP)

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EVALUATION OF COUNSELOR EFFECTIVENESS

searchlight

Relevant Resources in High Interest Areas

Ron C. Riggs

ERIC®

CG013147

EVALUATION OF COUNSELOR EFFECTIVENESS

Ron C. Riggs

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through May 1978

The work presented herein was performed pursuant to a contract from the National Institute of Education Department of Health, Education, and Welfare under the direction of

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

School of Education
The University of Michigan
Ann Arbor, Michigan

1978

INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC data base on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. This year we have gone one step further.

Choosing the nine topics which were in most demand by our ERIC users, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

The nine areas chosen for this special treatment are the following:

Divorce and One-Parent Family Counseling

Career Resource Centers

Counseling the Exceptional: Handicapped and Gifted

Violence in the Schools

Career Development: Programs and Practices

Group Guidance

Evaluation of Counselor Effectiveness

Mid-Career Change: An Overview of Counseling Practices and Programs

Counseling for Preretirement

The computer search is included in each Searchlight as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these Searchlights are slightly different from the others. The ones entitled "Mid-Career Change" and "Counseling for Preretirement" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.

This explains the difference between our current series of Searchlights and previous ones. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

Garry R. Walz
Director, ERIC/CAPS

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EVALUATION OF COUNSELOR EFFECTIVENESS

Ron C. Riggs

In the last ten years, the evaluation of counselor effectiveness has become a primary concern. The consumerist movement and the responsiveness to it of the counseling field, as seen in the emphasis on increased professionalization, are major factors in the current efforts in the areas of accountability and program evaluation. These efforts affect both practicing counselors and counselor educators. A review of the literature summarizes research concerning counselors and counselor educators, and suggests implications for both groups.

Issues and Trends: Practitioners

The Role of the Counselor

The effort to define the role of the counselor continues; attention has been directed toward various settings--e.g., colleges (EJ 144 399, ED 050 425), community colleges (ED 030 411), secondary schools (EJ 109 981, 094 371, ED 044 728), elementary schools (ED 032 590), and rehabilitation (EJ 084 075, ED 033 378)--in an effort to move beyond a statement regarding counseling in its most general sense.

In the community college setting, the role of the counselor is viewed as one dealing with vocational and/or academic concerns rather than with adjustment problems (ED 030 411). The pattern in secondary schools is similar (EJ 109 981, ED 095 444, 044 728), and includes information-giving (EJ 094 371). Rehabilitation counseling, as a specialty, is characterized by an exchange of information (EJ 084 075).

However, in colleges and universities the pattern may be just the opposite, with priority given to adjustment problems rather than academic and/or vocational concerns (ED 050 425), although students may prefer to discuss some subjects with paraprofessionals (EJ 165 520). At the elementary level, the most successful approaches place an emphasis on personal concerns (ED 032 590). Finally, the influence of career education on the role of the counselor (EJ 082 087) would seem to indicate that role delineation may be in a constant state of flux.

Certification and Licensure

The movement towards counselor certification is one with far-reaching implications. Nationally, rehabilitation counselors have made the greatest strides in this direction; however, real implications are felt only when individual states adopt such requirements, and only a few have done so, to date.

The nature and purpose of counselor certification with particular reference to rehabilitation counselors has been discussed (EJ 113 964). A more general statement of the advantages and the importance of certification or licensure is available as well (ED 087 974).

At least four methods of certification exist (ED 058 592). However, it should not be assumed that the movement towards certification is without problems, that certification necessarily guarantees competence (ED 058 592), or that recertification is without complication (EJ 130 684).

Evaluation and Accountability

Program evaluation. The application of the accountability concept to the field of counseling has been discussed (EJ 076 171), and the fact that guidelines for evaluation are needed has been recognized (EJ 044 141); an earlier review of the literature concerning accountability in guidance has been prepared (ED 106 747). Complicating this relatively new field of endeavor is the finding that the theoretical orientation of the rater influences the evaluation of effectiveness (EJ 108 970).

A paper relevant to those not familiar with program evaluation differentiates between research and evaluation, defines key terms, and presents a five-step evaluation process (EJ 115 618). Papers address program evaluation (EJ 151 111, ED 072 371), counselor evaluation (EJ 044 143, 044 142, 004 327, 003 648, ED 137 700, 134 913) and program components (EJ 144 333, ED 055 302). Various evaluation systems, such as case study methods (ED 137 700), outcome research (ED 134 913), and the social-learning-systems approach (ED 087 961) are examined. Several papers present models for the evaluation of elementary guidance (ED 072 371), school guidance (EJ 151 111, ED 108 097), community college guidance (ED 088 543), school psychology (EJ 099 015), and such specific programs as a one-person service in four rural schools (ED 046 561). Other papers present evaluation instruments, such as the Counseling Services Assessment Blank (EJ 160 212), the Pennsylvania Elementary Guidance Evaluation Instrument (EJ 137 650), the Counselor Utilization Index (EJ 047 190), and the Guidance Counselors Test (ED 081 782). A

performance-based appraisal package is also available (ED 093 919). Of particular interest are papers presenting administrators' views in the evaluation of counselors (EJ 103 920, 044 142) and considerations in the evaluation of service agency counselors (EJ 033 275).

As might be expected, this area is not problem-free, as may be seen in an analysis of the difficulties involved in evaluating a high school program (EJ 149 984). Additionally, the counselors themselves often believe they have reason not to conduct, and not to cooperate in, the evaluation of themselves and their peers (ED 110 883, 109 597).

Personality and effectiveness. Efforts continue in the attempt to identify counselor personality variables that correlate with successful counseling outcomes. The use of single traditional instruments, such as the 16-PF or the Personal Orientation Inventory, continues to show weak to moderate predictive ability (ED 095 465, 090 469); the use of multiple instruments improves predictive ability somewhat (ED 148 902). More creatively, the evaluation of teachers' responses has been used to produce a profile of "personality skills" (EJ 156 231).

Male and female school counselors displaying characteristics consistent with traditional sexual stereotypes tend to be more effective (EJ 089 249). The same is true of effective students and effective paraprofessionals (EJ 070 983). Four counselor characteristics--lack of knowledge and skills, imposition of perceptions and goals, lack of objectivity, and personality conflict between counselor and client--have been found to be more related to problems in rehabilitation counseling (ED 033 381).

Counselor Self-Evaluation. The concept that professional improvement can best be accomplished via self-evaluation has been advanced (ED 095 454). Two papers address the self-evaluation of the core facilitative conditions (EJ 015 759, ED 023 131). Three methods by which school counselors might evaluate themselves and others have been presented (EJ 044 144); additionally, self-evaluation instruments have been generated (EJ 137 649, 082 514, ED 095 454).

Process evaluation. Research continues regarding core facilitative conditions (EJ 084 132, 084 128, 033 274). However, because students can discriminate "high" from "moderate to low" levels but not "moderate" from "low" levels, it has been suggested that analyzing overall core conditions may not be meaningful (EJ 033 274), even though experienced counselors can make such discriminations in themselves and others (EJ 069 706). In groups, self-disclosing leaders are seen as more helpful (EJ 084 137, 084 136), although it has been noted that the use of profanity is seen as decreasing effectiveness (EJ 167 354).

Additional approaches to the evaluation of counseling interactions have been suggested (EJ 169 269). Recently developed instruments include the Interpersonal Maturity Level Typology (EJ 085 759) to systematically examine counselor, client, and counseling strategies for maximizing effectiveness and the Interpersonal Process Recall (IPR) procedure (EJ 079 456, ED 017 946) to assist counselors in examining the interpersonal dynamics of the counseling process. Additionally, the Recorded Counselee Narratives collect counselor responses on the telephone, and the Counselor Preference Survey evaluates

such responses; these instruments are seen as useful in evaluating both lay and telephone counselors as well as evaluating applicants to graduate counseling programs (EJ 073 003).

Client/consumer evaluations. An alternative to "expert" rating of counseling is client satisfaction ratings. Several reports of such ratings are available (EJ 002 107, 000 358, 066 386), including one from Australia (EJ 102 288). Self-reports of change rather than of satisfaction may also be used to assess a counseling service (EJ 167 349). It should be noted that clients have been reported to rate naive counselors higher than sophisticated counselors (ED 032 602).

Instrumentation developed for such purposes includes a semantic differential instrument for student evaluations of community college counseling (ED 125 679) and a forced-choice rating scale for student evaluations of residence hall counselors (ED 022 222).

Issues and Trends: Counselor Education

Interview Skills

A continuing concern of counselor educators is that trainees demonstrate the core facilitative conditions in the interview situation. Studies have examined empathy, warmth, and genuineness in the initial interview (EJ 072 620) and posited that clients terminate early due to "poor" relationships (ED 040 447). Intensive prepracticum training has been found to improve interview behavior (ED 128 731); additionally, the use of training manuals (ED 038 719) and of computers (ED 058 744) has been investigated and found effective.

The Practicum

A great deal of attention has been focused on the counseling practicum. It has been suggested that evaluations be educational rather than judgmental (EJ 092 450), a suggestion which could apply as well to other types of evaluation.

Of frequent concern is the effect of taping on the interview behavior of both the client and the counselor. It has been found that both audio and video recording has an inhibitory effect on practicum clients (ED 068 064). Although such deleterious effects have also been reported in regard to counselors, some contradictory evidence also exists (EJ 072 622). A final note on recording is that audio recording has been found to be of higher teaching value than either video or audio-video recording alone (EJ 050 310).

The use of coached clients has been debated. The advantages of using such clients, as well as comments on their selection and training, have been discussed (EJ 097 629). It has been reported that coached clients' ratings agree with counselor educators' ratings and do not have the bias of "real" or non-coached clients (EJ 068 050); there is a positive correlation between client and expert ratings, but client ratings tend to be higher (ED 098 467).

Various methods and aids to practicum supervision have been reported (EJ 097 591, ED 098 467), including a method utilizing the Helping Relationship Inventory (EJ 103 911). Much attention has been focused on core facilitative conditions. It has been indicated that "technique-type" supervision is superior to "counseling-type" supervision in facilitating empathic responding (ED 039 570).

A continuing topic of concern is the determination of the most effective means of feedback. Direct, immediate supervisor feedback has been found to be equivalent to supervisor-present monitor-modeling feedback, although the monitor-modeling method facilitates a more rapid rate of trainee growth (ED 119 035, 071 005). The use of an earphone to provide the trainee with feedback during the interview has been found to be equivalent to the more traditional feedback and instruction method in increasing both verbal empathy (ED 063 537) and trainee effectiveness as measured by the Counselor Evaluation Rating Scale (ED 136 183).

A significant correlation between counselor self-ratings on the Counseling Evaluation Inventory and supervisor ratings on the same instrument has been found (EJ 042 329), suggesting the possibility of teaching self-evaluation skills as part of the supervisory process. Although peer ratings have been found to be valid (EJ 061 846), peer evaluations on the Rating Scale of Counselor Effectiveness are consistently higher than supervisor evaluations (EJ 073 004). Additionally, supervisor ratings of competence correlate more highly with the Guilford Zimmerman Temperament Survey than do peer ratings (EJ 108 853).

Such discrepant findings are perhaps partially attributable to the lack of a practical model of counselor supervision. A five-step model, moving from preceptorship, apprenticeship, mentorship, and sponsorship to peership, with specific reference to marriage counseling has been developed (EJ 071 008); a similar concept is needed with reference to practicum.

A major instrument for use in the evaluation of a counselor in training is the Counselor Evaluation Rating Scale (EJ 042 330). Differences between self-ratings, supervisor ratings, and practicum assistant ratings have been found for nine of twenty-seven items (EJ 127 407). A factor analysis indicates that this scale achieves the purposes intended by its authors (EJ 156 784).

Program Evaluation

It is reasonable that if counseling service delivery systems are to be accountable, counselor education programs are also accountable. The status of a state's counselor education programs in reference to both certification and ACES standards is the subject of one report (ED 032 583), and the evaluation of a rehabilitation counselor training program another (ED 090 479). Another report relates the self-assessment of a counselor training program and viable change strategies. As more states regulate certification or licensure of counselors, more counselor education programs will by necessity undergo this type of evaluation.

Implications

Because there is no precisely defined counselor role, it is likely that practitioners will have some latitude in defining their own roles, at least in the near future. Given the continuance of the current economic picture and funding priorities, however, it seems probable that in the majority of settings, and particularly in the public schools, the

counselor will be expected to deal with vocational concerns; the counselor's role as job placement specialist will become increasingly important. This may result in the inclusion of more business courses in counselor training programs, and may impact on the type of student admitted to graduate counseling programs.

The majority of states will undoubtedly adopt counselor certification legislation. However, such legislation will likely relate to academic coursework and/or to actual counseling experience rather than to competency-based requirements. Certainly there will be variation among states concerning such issues as private practice and third-party payments. Additionally, it is virtually certain that certification maintenance will include provisos for continuing education to be offered through professional organizations or university-based programs.

Program evaluation is beginning to reach a level of sophistication where it may be useful in planning and refining service delivery systems. It will become increasingly important for counselors to overcome their fears of program evaluation. Counselors may console themselves with the knowledge that they are offering a useful, worthwhile service and that program evaluation can help them to improve that service. Additionally, counselors should expect input from the population which they serve.

Certainly, there will be continued emphasis on the presence of the core facilitative conditions in the counseling process. However, it is reasonable to expect that this core will be expanded to accommodate the more action-oriented elements of the counseling process. Counselor education programs may provide the impetus for this expansion.

That the practicum has been the focus of much research perhaps indicates the concern of counselor educators with actual service delivery. One might expect that this concern may mark the beginning of a trend away from traditional academic training toward mastery learning and competency-based education. However, because of the additional expense of such programs and the paucity of outside funding, this will likely be a lengthy developmental process.

Another major change in counselor education programs will be their movement towards compliance with ACES standards and the certification regulations of their home states. Some likely outcomes include extension of basic programs to two-year programs and a greater range of course offerings, including various specialized courses. Additionally, some courses will be offered in "workshop" formats in order to enable practitioners to attend and to earn continuing education credit for certification maintenance.

Summary

Although the role of the counselor has not been and may never be clearly delineated, efforts continue in the areas of identifying "ideal" counselor personality characteristics as well as credentialling of the counselor through certification or licensure. Program evaluation appears to be gaining in sophistication; however, evaluation of the counseling process itself continues to focus primarily on the presence or absence of the core facilitative conditions.

Means of presenting counseling experiences, of providing feedback regarding trainee performance, and of evaluating that performance are concerns of counselor educators. Both

self- and peer evaluations in this context are in developmental stages. Finally, counselor education programs are likely to be evaluated with reference to both state counselor certification requirements and ACES standards with increasing frequency.

Print 53/5/1-130
DIALOG File1: ERIC 66-MAY78 (Item 1 of 130) User1210 17may78

EJ169269 CG513223
Interactional Analysis and the Counseling Interview
Mitchell, DeWayne W.; Cangemi, Joseph P.
College Student Journal, 11, 3, 243-9 F 77
This article presents an approach to the evaluation of the procedural techniques and/or the counseling process occurring between the counselor and client in the one-to-one interview situation. (Author)
Descriptors: *Interaction Process Analysis/ *Interpersonal Competence/ *Evaluation Methods/ *Counselor Training/ *Helping Relationship/ *Counselor Evaluation/ Counseling Effectiveness/ Verbal Communication/ Communication Skills/ Models

EJ167460 CG513155
"Therapeugenic" Factors in Psychotherapy: Effects of Office Decor and Subject-Therapist Sex Pairing on the Perception of Credibility
Bloom, Larry J.; And Others
Journal of Consulting and Clinical Psychology, 45, 5, 867-873 Oct 77
Male and female subjects were exposed to stereotypic representations of either a traditional professional or humanistic model therapy office. Subjects consistently perceived a female therapist in the traditional-professional office as significantly more credible than a female therapist in the humanistic office. (Author)
Descriptors: *Psychotherapy/ *Therapeutic Environment/ *Interaction Process Analysis/ *Helping Relationship/ *Counselor Evaluation/ *Counseling Effectiveness/ Research Projects/ College Students/ Environmental Influences

EJ167413 CG513108
Effectiveness of A and B Therapists with Schizophrenics and Neurotics: A Referral Study
King, David G.; Blaney, Paul H.
Journal of Consulting and Clinical Psychology, 45, 3, 407-411 Jun 77
Asked each of 41 psychologists to "refer" each of six case vignettes (two schizophrenic, two neurotic, and two "other") to the colleague he/she believed would be most effective with that case. A therapists received more schizophrenic than neurotic referrals, whereas B therapists received more neurotic than schizophrenic referrals. (Author)
Descriptors: *Counselor Evaluation/ *Counselor Characteristics/ *Counseling Effectiveness/ *Referral/ *Response Mode/ *Therapists/ Research Projects/ Psychologists/ Schizophrenia/ Neurosis

19
EJ167354 CG513049

Some Effects of Counselor Profanity in Counseling
Heubusch, Norbert J.; Horan, John J.
Journal of Counseling Psychology, 24, 5, 456-458 Sep 77
Volunteer clients of both sexes were assigned randomly to one of three male counselors and to one of two treatments. In the nonstandard English condition, the counselor casually and passively introduced four profane words. Counselors who used nonstandard English were judged to be less effective and satisfying. (Author)
Descriptors: *Counselor Evaluation/ *Counselor Performance/ *Interaction Process Analysis/ *Reactive Behavior/ *Language Styles/ *Counseling Effectiveness/ Research Projects
Identifiers: *Profanity

EJ167349 CG513044
Individualized Problem-Oriented Self-Report of Change as a Follow-Up of a University Counseling Service
Rosen, Donald; Zytowski, Donald G.
Journal of Counseling Psychology, 24, 5, 437-439 Sep 77
Clients were asked to state and rate severity of their presenting problem at the initial interview. A follow-up questionnaire allowed a self-report measure of change (as compared to satisfaction) to be constructed, used to assess the counseling service. Presented at the meeting of the American Personnel and Guidance Association, Chicago, April 1976. (Author)
Descriptors: *Counseling Effectiveness/ *Guidance Centers/ *Helping Relationship/ *Participant Satisfaction/ *Counselor Evaluation/ *Behavior Change/ Followup Studies/ Research Projects/ Speeches

EJ165613 CG512915
Vocational Problem Focus and Client and Counselor Gender
Rice, Joy K.
Vocational Guidance Quarterly, 26, 1, 69-74 Sep 77
The relationship between the sexes of counselor and client, the client's presenting problem, and subsequent problem focus as vocational or personal is examined. (Author)
Descriptors: *Interaction Process Analysis/ *Counseling Effectiveness/ *Counselor Attitudes/ *Sex Differences/ *Sex Stereotypes/ *Vocational Counseling/ College Students/ Research Projects/ Guidance Centers/ Counselor Evaluation

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DIALOG File1: ERIC 66-MAY78 (Item 7 of 130) User1210 17may78

EJ165520 CG512822
Differences in the Utilization of Professional and Paraprofessional Counseling Services
Zwibelman, Barry B.
Journal of College Student Personnel, 18, 5, 358-361 Sep 77
Comparisons were made between problems students brought to a peer counseling facility and to the professionally staffed counseling center at the same university over a three-year period. Students sought professionals more for academic, vocational, and social interaction problems. Peers were asked more often about drug and sexual concerns. (Author)
Descriptors: *Student Problems/ *Helping Relationship/ *Guidance Centers/ *Counseling Services/ *Counselor Evaluation / Comparative Analysis/ College Students/ Research Projects/ Counseling Effectiveness

EJ160212 CG512415
The Counseling Services Assessment Blank: Is It Reliable?
Davidshofer, Charles O.; And Others
Journal of College Student Personnel, 18, 3, 215-218 May 77
The stability of the Counseling Services Assessment Blank (CSAB), a self-report questionnaire measuring client satisfaction with counseling, was investigated by computing test-retest correlations for 56 subjects who completed two CSAB questionnaires separated by one month to two years. (Author)
Descriptors: *Test Reliability/ *Counselor Evaluation/ *Counseling Effectiveness/ *Guidance Centers/ *Test Reviews/ Questionnaires/ Student Research/ Counseling Goals/ Research Projects
Identifiers: *Counseling Services Assessment Blank/ CSAB

EJ156784 CG512121
A Factor Analysis of the Counselor Evaluation Rating Scale
Loesch, Larry C.; Rucker, Barbara B.
Counselor Education and Supervision, 16, 3, 209-216 Mar 77
This study was conducted on the Counselor Evaluation Rating Scale (CERS). Ratings on 404 students from approximately 35 different supervisors were factor-analyzed using an oblique solution with rotation to simple loadings. It was concluded that the CERS has generally achieved the purposes intended by its authors. (Author)
Descriptors: *Rating Scales/ *Factor Analysis/ *Counselor Evaluation/ *Behavior Patterns/ *Practicums/ Interaction Process Analysis/ Counseling Effectiveness/ Research Projects/ Graduate Students/ Higher Education
Identifiers: *Counselor Evaluation Rating Scale/ CERS

EJ156324 AA525064
Change Through Creative Counseling
Wong, Elena B.
Thrust for Education Leadership, 6, 1, 19,21 Oct 76
Gives some suggestions for implementing a self-assessment of counseling programs, discusses some issues involved in examining the relationship between counseling and sexism, and provides a list of resources and materials to assist in beginning modification of the counseling curriculum. (Author/RK)
Descriptors: *Counseling Programs/ *Sex Discrimination/ *Counseling Services/ *Counseling Effectiveness/ *Counselor Evaluation

EJ156231 AA524971
A Profile of Personality Skills in School Counseling
O'Connor, Denis J.
Journal of Moral Education, 6, 1, 43-50 Oct 76
Central to a consideration of counselling practices in schools is the question of what constitutes the "helping" personality. Counseling theorists propose an ideal personality thought to be most instrumental in achieving successful relationships with clients. A profile of personality skills is indicated from an evaluation of teachers' responses. (Editor/RK)
Descriptors: *Counselor Characteristics/ *Counseling Effectiveness/ *Counselor Evaluation/ *Teacher Attitudes/ *Counselor Qualifications/ Tables (Data)/ Counseling Theories/ Personality Assessment

EJ154722 CG511957
Reflections on Mental Health Consultation to Residence Hall Personnel
Pierce, Robert A.; Schwartz, Allan J.
Journal of College Student Personnel, 18, 2, 128-131 Mar 77
This article describes five lessons learned from the authors' experiences in consulting with residence hall staff. The lessons are: (a) meet the client's needs; (b) negotiate the contract carefully; (c) use crises for growth and change; (d) use structured consultation; and (e) tie research to the client's needs. (Author)
Descriptors: *Resident Assistants/ *Helping Relationship/ *Counselor Role/ *Counselor Evaluation/ *Counseling Effectiveness/ *Higher Education/ *Consultation Programs/ State Of The Art Reviews/ College Students

EJ151111 CG511672
Consumer Feedback on a Secondary School Guidance Program
Leviton, Harvey S.
Personnel and Guidance Journal, 55, 5, 242-244 Jan 77
Presents a basically simple, yet effective approach for evaluating a school guidance program. (HMV)
Descriptors: *Feedback/ *Evaluation Methods/ *Counselor Evaluation/ *Student School Relationship/ *Counseling Effectiveness/ Secondary Education/ Guidance Programs/ Research Projects/ Educational Accountability/ Interaction Process Analysis/ Helping Relationship
Identifiers: *Guidance Self Evaluation Survey/ GSES

EJ137649 CG510150
Measuring Your PR Pulse
Kelly, Robert O.
Elementary School Guidance and Counseling, 10, 3, 184-186 Mar 76
People relations is the one common denominator all guidance programs share no matter what their size, scope or philosophy. The author presents a "People Relations Measurement Form" by which counselors may evaluate themselves in this important area. (Author/HMV)
Descriptors: *Elementary School Counseling/ *Public Relations/ *Counselor Evaluation/ Counseling/ Counseling Effectiveness/ School Community Relationship/ Measurement Techniques/ Interpersonal Relationship

EJ129051 CG509508
Environmental Management: A Step Toward Counselor Effectiveness
Brown, Joe H.; Brown, Carolyn S.
School Counselor, 23, 2, 108-112 Nov 75
The authors suggest various procedures a counselor might use to rearrange the environment in which counseling occurs in order to promote a clearer perception of the counseling role by school personnel. The main strategies suggested are 1) observing self behavior and increasing desirable acts and decreasing undesirable ones and 2) posting counselor activities. (SE)
Descriptors: *Counselor Functions/ *Role Perception/ *School Personnel/ *Counselor Evaluation/ State Of The Art Reviews/ Behavior Change/ Counseling Effectiveness/ Environmental Influences/ Personnel Evaluation/ Elementary Secondary Education

EJ127349 CG509372
Preferences for Physically Disabled Counselors in Hypothetical Counseling Situations
Mitchell, David C.; Frederickson, William A.
Journal of Counseling Psychology, 22, 6, 477-482 Nov 75
The preferences of 320 undergraduate students for one of three disabled counselors or for a nondisabled counselor on each of Brabham and Thoreson's 20 hypothetical counseling situations were obtained. Significant counselor preferences existed for 18 of the 20 situations, and when categorized by sex, significant counselor preferences existed for 4 of the 20 situations. (Author)
Descriptors: *Counselor Characteristics/ *Empathy/ *Counseling Effectiveness/ *Physically Handicapped/ *Counselor Evaluation/ Research Projects/ Higher Education/ Interpersonal Relationship/ Perception/ Undergraduate Students

EJ127348 CG509371
Multidimensional Perception of Counselor Behavior
Barak, Azy; LaCrosse, Michael B.
Journal of Counseling Psychology, 22, 6, 471-475 Nov 75
Investigated Strong's prediction of the existence of three dimensions of perceived counselor behavior--expertness, attractiveness, and trustworthiness. Films of interviews given by Rogers, Ellis, and Perls were watched by 202 subjects, who rated each counselor on 36 bipolar scales. Results supported the existence of the hypothesized dimensions for Rogers and Perls. (Author)
Descriptors: *Personality Assessment/ *Perception/ *Counseling Effectiveness/ *Helping Relationship/ *Counselor Evaluation/ Research Projects/ Higher Education/ Individual Characteristics/ Counselor Characteristics/ Undergraduate Students

EJ122339 CG509067
Verbal and Therapeutic Styles of Experienced Therapists Who Differ in Peer-Rated Therapist Effectiveness
Hayden, Brian
Journal of Counseling Psychology, 22, 5, 384-389 Sep 75
This study investigated some relationships between the verbal behavior of 20 experienced therapists and their therapist effectiveness. Forced oral responses to a taped therapy interaction were obtained and analyzed. Each dependent variable was correlated against a rating of a therapist's effectiveness. Findings are discussed. (Author)
Descriptors: *Therapists/ *Helping Relationship/ *Counseling Effectiveness/ *Counselor Evaluation/ *Psychotherapy/ Evaluation Methods/ Research Projects/ Verbal Communication/ Communication (Thought Transfer)

DIALOG File1: ERIC 66-MAY78 (Item 19 of 130) User1210 17may78

EJ115821 EA505928
Quo Vadis, School Counseling?
Pine, Gerald J.
Phi Delta Kappan, 56, 8, 554-557 Apr 75
Presents issues and problems of school counseling. Reveals criticism as well as strengths that will firmly establish counseling as an essential service. (DW)
Descriptors: •Counseling/ •Counselor Training/ •Counseling Theories/ •Counselor Role/ •Counseling Effectiveness/ Counseling Goals/ Counselor Performance/ Counselor Evaluation/ Elementary Secondary Education

EJ113964 CG508395
Toward a New Professionalism: Certification and Accreditation
McAlees, Daniel C.; Schumacker, Brockman
Rehabilitation Counseling Bulletin, 18, 3, 160-165 Mar 75
Article discusses the nature of certification for rehabilitation counselors and the primary purpose involved. Special features of a certification program are discussed along with a built in "grandfather clause." (EK)
Descriptors: •Rehabilitation Counseling/ •Counselor Evaluation/ •Counselor Training/ •Certification/ Accreditation (Institutions)/ Counseling Effectiveness

EJ112280 CG508297
Effectiveness of Paraprofessionals in the Rehabilitation Process
Mitra, Sudhansu B.; And Others
Rehabilitation Counseling Bulletin, 18, 2, 112-116 Dec 74
This project was a three-year study to demonstrate an effective way of providing rehabilitation services to deprived and disabled people living in the Model Cities area of Baltimore. Results of analysis of the data lent support to the perceived roles of the rehabilitation aides in terms of their effectiveness in the rehabilitation process. (Author/EK)
Descriptors: •Rehabilitation Counseling/ •Counseling Effectiveness/ •Vocational Rehabilitation/ •Client Caseworkers / •Nonprofessional Personnel/ Research Projects/ Counselor Evaluation/ Pilot Projects

EJ109981 SO503422
Domains of Decision-Making and School Counselor Use Among High-School Seniors
Knox, William E.; And Others
Sociology of Education, 47, 4, 466-490 F 74
This article examines how high school seniors make use of their guidance counselors. The results of the survey indicate that counselors are consulted primarily for academic concerns, secondarily for vocational concerns, and hardly at all for adjustment concerns. (DE)
Descriptors: •Educational Sociology/ •Counseling Effectiveness/ •Guidance Counseling/ •Counselor Evaluation/ •Decision Making/ Counselor Role/ Educational Research/ High School Students/ School Surveys/ Secondary Education

EJ108970 CG508204
Theoretical Orientation Influences the Assessment of Counselor Effectiveness
Ward, G. Robert
Counselor Education and Supervision, 14, 2, 150-154 Dec 74
This study indicates that professional counselors of different theoretical orientations do not rate counseling sessions in a similar manner. This contradicts the findings of Fiedler (1950). (Author/PC)
Descriptors: •Counseling Effectiveness/ •Counseling Theories / •Rating Scales/ •Counselor Evaluation/ •Individual Differences/ Research Projects

EJ108773 CG508007
Racial Similarity of Client and Counselor and Client Satisfaction with Counseling
Ewing, Thomas N.
Journal of Counseling Psychology, 21, 5, 446-449 Sep 74
Client evaluations of a precollege counseling interview were obtained for black and white students counseled by three experienced black counselors and eight experienced white counselors. In general, racial similarity of client and counselor is not an important factor in these counseling interviews. (Author)
Descriptors: •College Students/ •Racial Factors/ •Counseling Effectiveness/ •Counselor Evaluation/ Research Projects/ Race Influences

EJ097595 CG507085
Background Music and Counseling Interaction
Mezzano, Joseph; Prueter, Bruce
Journal of Counseling Psychology, 21, 1, 84-86 Jan 74
Results of this study indicate that soothing background music promotes more interaction than either stimulating music or no music. Further, soothing music promotes more affective interaction than either stimulating music or no music. (Author)
Descriptors: •Music/ •Interviews/ •Counseling Effectiveness/ •Counselor Evaluation/ •Interaction/ Counseling/ College Students/ Females

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EJ097591 CG507081
An Aid to Supervision in Practicum
Hewer, Vivian H.
Journal of Counseling Psychology, 21, 1, 66-70 Jan 74
In this suggested aid for supervising students in the practicum and internship in counseling psychology, interview process is analyzed in terms of Carkhuff's primary and secondary dimensions. The secondary dimensions, which are ecletic counseling and therapeutic intervention techniques, are categorized by areas of functioning of young adulthood (vocational, marital, etc.). (Author)
Descriptors: *Practicum Supervision/ *Internship Programs/ *Counselor Evaluation/ *Counseling Theories/ *Counseling Effectiveness/ Counseling/ Interviews/ Intervention

EJ090892 CG506665
Effectiveness Of Counselor Trainees: A Comparison Of Perceived Parental Behavior
Wittmer, Joe; And Others
Journal of the Student Personnel Association for Teacher Education, 12, 2, 68-75 Dec 73
Investigates the proposition that a counselor's early relationship with his parents relates to his counseling effectiveness. Some sex differences were observed in parental perceptions. (Author/NJ)
Descriptors: *Counselor Training/ *Counseling Effectiveness/ *Counselor Performance/ *Parent Child Relationship/ *Family Influence/ Parental Background/ Sex Differences/ Counselor Evaluation

EJ090852 CG506625
Relationship of Race and Level of Understanding Between Counselor and Client
Bryson, Seymour; Cody, John
Journal of Counseling Psychology, 20, 6, 495-498 Nov 73
The objective of this study was to examine the relationship between race and the level of understanding between counselor and client. Inter- and intraracial differences in understanding during an initial counseling interview also were investigated. Overall, white counselors understood both white and black counselees better than did black counselors. (Author)
Descriptors: *Counseling Effectiveness/ *Racial Factors/ *Race Influences/ *Counselor Attitudes/ *Counselor Evaluation/ Race Relations/ Counselor Qualifications/ Counselor Acceptance

EJ089249 CG506573
Counselor Characteristics And Effectiveness In Serving Economically Disadvantaged And Advantaged Males
Shelton, Judith E.
Counselor Education and Supervision, 13, 2, 129-135 Dec 73
This study compared personality characteristics of junior and senior high school counselors serving economically disadvantaged and advantaged males. A Counseling Evaluation Inventory composite client-rating score (derived from seven clients) for each counselor was the effectiveness criterion. Clients from both economic populations perceived as effective male counselors who had expressed characteristics associated with the popular American masculine stereotype and female counselors who showed typically feminine characteristics. (Author)
Descriptors: *Counselor Evaluation/ *Counselor Characteristics/ *Counseling Effectiveness/ *Economically Disadvantaged/ Males/ Counselor Selection/ Counselor Performance/ Secondary School Counselors/ Personality Assessment

EJ085759 CG506409
I-Level: A Differential Counseling System
Gamboa, Anthony M. Jr.; Koltveit, Thomas H.
Personnel and Guidance Journal, 52, 2, 83-89 Oct 73
This article suggests that the counselor, the client, and the counseling strategies employed must be systematically examined in order to maximize the effectiveness of counseling. The authors introduce the Interpersonal Maturity Level Typology as a vehicle through which this can be accomplished. (Author)
Descriptors: *Counseling Effectiveness/ *Evaluation/ *Counselor Evaluation/ *Counseling Theories/ *Interpersonal Relationship/ Counseling
Identifiers: Interpersonal Maturity Level Typology

EJ084128 CG506169
Counseling Relationship As A Function of Counselor's Self-Confidence
Tien-Teh Lin
Journal of Counseling Psychology, 20, 4, 293-297 Jul 73
Results of this study indicated that the degree of perceived counselor's empathy, warmth, genuineness, intimacy, concreteness, expertness, regard, and congruence was linearly related to the level of counselor's self-confidence. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Attitudes/ *Interpersonal Relationship/ *Counselor Characteristics/ Helping Relationship/ Individual Characteristics

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EJ084075 CG506117
Analysis of Rehabilitation Counselor Subrole Behavior
Richardson, Bill K.; Rubin, Stanford E.
Rehabilitation Counseling Bulletin, 17, 1, 47-57 Sep 73
The results of this study show that counselor subrole interview behavior in a comprehensive rehabilitation facility can be reliably measured and is generally characterized by an exchange of information between the counselor and client. (Author)
Descriptors: *Rehabilitation/ *Rehabilitation Counseling/ *Counselor Role/ *Role Perception/ *Counselor Evaluation/ Counseling Effectiveness

EJ082514 CG506083
Rate Yourself--The Only Thing you Have to Lose Is Your Job
Hardy, Robert Earl
School Counselor, 21, 1, 59-61 Sep 73
A counselor self rating scale is presented which is designed for use with junior and senior high school counselors. (JC)
Descriptors: *Counselor Evaluation/ *Self Evaluation/ *Evaluation/ *Counseling Effectiveness/ *Rating Scales/ Counseling Services

EJ082088 CG505881
Revision and Validation of the Truax-Carkhuff Relationship Questionnaire
Lin, Tien-Teh
Measurement and Evaluation in Guidance, 6, 2, 82-86 July 73
A demand for a short, valid, and reliable scale to measure the counseling relationship was met by revising and validating the Truax-Carkhuff Relationship Questionnaire. (Author)
Descriptors: *Relationship/ *Interpersonal Relationship/ *Counseling Effectiveness/ *Counselor Role/ *Measurement Techniques/ Counselor Evaluation

EJ079803 CG505788
A Model for Retooling School Counselors
Pulvino, Charles J.; Perrone, Philip A.
Counselor Education and Supervision, 12, 4, 308-313 Jun 73
If school counseling is to continue as an ongoing dynamic profession, counselor educators must address their attention to the improvement of practitioner competencies as well as toward counselor preparation. The purpose of this paper is to share one educational approach which can facilitate movement toward achievement of these desired needs. (Author)
Descriptors: *Counselors/ *Workshops/ *Counseling Effectiveness/ *Counselor Training/ *Educational Programs/ Counselor Evaluation/ Improvement Programs

EJ079457 CG505727
Middle School/Junior High School Counselors' Corner
Chase, Bradford S.
Elementary School Guidance and Counseling, 7, 4, 292-294 May 73
This article describes the Interpersonal Process Recall (IPR) procedure as used in one setting to assist counselors examine the interpersonal dynamics of the counseling process through the use of video-tape recording. (JC)
Descriptors: *Counseling Effectiveness/ *Counselor Performance/ *Counselor Evaluation/ *Helping Relationship/ *Video Tape Recordings/ Evaluation

EJ077758 CG505687
Black Youth Are Like Non-Black Youth
Rousseve, Ronald J.
School Counselor, 20, 4, 268-269 Mar 73
This was a supportive comment on the study by Pallone and his associates, (The School Counselor, March, 1973), where the data collected suggest that black and white youth hold virtually identical expectations of their counselors. (JC)
Descriptors: *Attitudes/ Counseling Effectiveness/ *Counselor Evaluation/ *Helping Relationship/ *Literary Analysis/ Racial Factors/ *Youth

EJ077757 CG505686
Black Students and School Counselors: Rhetoric and Reality
Pallone, Nathaniel J.; And Others
School Counselor, 20, 4, 259-266 Mar 73
The results of this study suggest that black and white youth hold virtually identical expectations of their school counselors; that both black and white youth expect counselors to be of prime help in educational-vocational problems more frequently than they expect other sources to be so. (Author)
Descriptors: Attitudes/ *Counseling Effectiveness/ *Counselor Evaluation/ *Helping Relationship/ *Negro Youth/ *Racial Factors/ Youth

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EJ076171 CG505659
Coaches, Counselors and Accountability
Hector, Mark A.; Yager, Geoffrey G.
Michigan Personnel and Guidance Journal, 4, 1, 5-9 and 41 F 72
The primary purpose of this paper is to apply the accountability concept to the field of counseling. (Author)
Descriptors: *Behavior Change/ Behavioral Counseling/ *Behavioral Objectives/ Counseling/ *Counseling Effectiveness/ *Counselor Evaluation/ *Objectives

EJ072625 SP501679
Becoming an Effective Counselor/Researcher. A Lesson to be Learned
Massey, Sara R.
Colorado Journal of Educational Research, 12, 2, 4-5 W 73
Descriptors: *Behavioral Counseling/ Counseling Effectiveness/ Counselor Acceptance/ *Counselor Evaluation/ Counselor Performance/ *Educational Research

EJ072622 CG505507
Effects of Audio and Video Monitoring on Interview Discomfort
Horan, John J.; And Others
Journal of Employment Counseling, 10, 1, 40-43 Mar 73
Several authors have suggested that the presence of recording equipment inhibits the performance of helping personnel. Videotaping is generally thought to be more discomforting than audiotaping. Findings of this study, using 39 Bureau of Employment interviews and coached clients, contraindicate previous research and speculation. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / *Counselor Performance/ *Counselor Training/ Evaluation/ *Practicums/ *Tape Recordings

EJ072586 CG505492
Training and Evaluation of School Counselors' Communication with Students
Harris, George A.
Counselor Education and Supervision, 12, 3, 200-205 Mar 73
Inservice school counselors were trained in an Education Professions Development Act project designed to upgrade their skills that emphasized communication of empathy, respect, genuineness, and concreteness. Participants showed improvement in their ability to communicate empathic understanding as measured by counselor responses to student problems in audiotaped interviews. (Author)
Descriptors: *Communication Skills/ *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Training/ Educational Research/ Evaluation/ *Inservice Education

EJ07 002 CG505417
Some Experiments with Marriage Counseling Procedures
Mace, David R.
Family Coordinator, 22, 1, 23-30 Jan 73
Experimentation with short contact marriage counseling and some of the results are described. The author is convinced that the new approaches are more effective than those they replaced. (Editor)
Descriptors: Adult Counseling/ Counseling/ *Counseling Effectiveness/ *Counselor Educators/ *Counselor Evaluation/ Counselor Performance/ *Counselor Training/ *Family Counseling / Marital Instability/ *Marriage Counseling

EJ070950 AA514427
Counselling of Retarded Readers by Non-professionals
Lawrence, Denis
Educational Research, 15, 1, 48-51 Nov 72
Study tested the hypothesis that it would be possible for non-professional personnel to achieve the same results as those obtained previously by a trained educational psychologist in counselling retarded readers. (Author/RK)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ Data Analysis/ *Elementary School Students/ Individual Counseling/ *Nonprofessional Personnel/ Reading Skills/ *Retarded Readers/ Tables (Data)

EJ069706 CG505234
Discrimination Of Counselor Interpersonal Skills In Self And Others
Leitner, Lewis A.
Journal of Counseling Psychology, 19, 6, 509-511 Nov 72
Experienced counselors who also had systematic training on the facilitative conditions were consistently accurate in discriminating the helpfulness of others and themselves. Experienced counselors who had no systematic training showed good discrimination of other's helpfulness, but they significantly overrated themselves as to their own helpfulness. (Author)
Descriptors: Communication (Thought Transfer)/ *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ Counselors/ *Interpersonal Relationship/ *Therapeutic Environment

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EJ068050 CG505165
Coached Clients as Raters of Counseling Effectiveness
Counselor Education and Supervision, 12, 2, 123-129 Dec 72
Results of investigating whether coached clients were more consistent with the ratings of counselor educators when evaluating the counseling effectiveness of counselor trainees indicated that the coached clients significantly agreed with the criterion, while the non-coached clients exhibited bias and subjectivity in their ratings. (Author)
Descriptors: *Counseling Effectiveness/ Counselor Educators/ *Counselor Evaluation/ *Counselor Performance/ Counselors/ *Counselor Training/ *Evaluation Methods

EJ066386 CG504982
Why Not Let the Consumers Evaluate the Counselors?
Baker, Stanley B.
School Counselor, 20, 1, 64-65 Sep 72
Descriptors: Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ *Counselors

EJ051770 CG504070
An Attempt to Measure and Facilitate Counselor Effectiveness
Ward, G. Robert; And Others
Counselor Education and Supervision, 11, 3, 179-186 Mar 72
Descriptors: Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ Feedback/ *Interpersonal Competence/ Measurement Techniques/ Practicums/ *Video Tape Recordings
Identifiers: Interpersonal Process Recall

EJ049645 CG503871
Personal Characteristics of the Successful Counselor
Schoenberg, B. Mark
Canadian Counselor, 5, 4, 251-256 Oct 71
The results of this study suggest that the respondees place great significance on those characteristics which are demanding of interpersonal skills and deemphasize those characteristics which represent attributes of the individual. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Characteristics/ Counselor Evaluation/ Counselor Performance/ *Counselors/ Individual Characteristics/ *Interpersonal Competence

EJ048371 CG503659
Effectiveness of Vocational Rehabilitation Counselors and Counselor-Aides as Rated by Referring Field Counselors
Mitchell, Rosamond
Canadian Counselor, 5, 4, 241-244 Oct 71
While many professional counselors are unsure about the full use of counselor aides, this study suggests that the performance of the aides can prove their value, at least in a carefully controlled situation. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselors/ Nonprofessional Personnel/ *Rehabilitation Counseling/ *Subprofessionals/ Vocational Rehabilitation/ Vocational Training Centers

EJ047190 CG503781
The Counselor Utilization Index
Biggers, Julian L.
School Counselor, 19, 2, 120-122 Nov 71
The author proposes an alternative to the gross counselor student ratio as an index of the effectiveness of a school's guidance program. (BY)
Descriptors: *Counseling Effectiveness/ *Counselor Client Ratio/ *Counselor Evaluation/ Counselors/ *Evaluation Methods/ Guidance Services

EJ044140 CG503418
Evaluating the Impact of the Counseling-Learning Team on the Elemenary School
Falik, Louis H.; And Others
School Counselor, 19, 1, 25-37 Sep 71
The findings of the study suggest that the team effort--the working together of a learning specialist, administrator, and counselor--had a much greater impact on the school and on the function of the individual specialists than their individual work alone could ever have. (Author)
Descriptors: *Counseling Effectiveness/ Counseling Programs/ *Counselor Evaluation/ *Elementary School Counselors/ *Elementary School Guidance/ Elementary Schools/ *Learning Specialists/ Learning Theories/ Role Conflict

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EJ042330 CG503323
A Scale for Evaluating Practicum Students in Counseling and Supervision
Myrick, Robert D.; Kelly, F. Donald, Jr.
Counselor Education and Supervision, 10, 4, 330-336 Sum 71
This article presents an instrument, the Counselor Evaluation Rating Scale, which can be used as an aid in the systematic evaluation of a student counselor in a supervised counseling experience. Development of the CERS and its reliability are discussed. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Training/ Counselors/ *Measurement Instruments/ *Practicums/ Students/ Supervisors

EJ042329 CG503322
Another Look at Counselor, Client, and Supervisor Ratings of Counselor Effectiveness
Bishop, John B.
Counselor Education and Supervision, 10, 4, 319-323 Sum 71
In the present study, all ratings were based on the criterion of client satisfaction and there was a significant correlation between the counselors' self ratings on the Counseling Evaluation Inventory and their supervisors' ratings of them on the same instrument. (Author)
Descriptors: *Counseling Effectiveness/ Counselor Attitudes/ *Counselor Evaluation/ *Counselors/ Rating Scales/ *Self Evaluation/ Supervisors

EJ036452 CG502737
Considerations for the Development of Weighting Systems for the Evaluation of Counselor Effectiveness
Lawlis, G. Frank; Bozarth, Jerald D.
Rehabilitation Counseling Bulletin, 14, 3, 133-139 Mar 71
Examination of national statistical data revealed that type of disability had low predictive relationship to rehabilitation per counselor. Average cost per rehabilitation and case service expenditure per counselor accounted for 66 percent of the variance toward rehabilitations per counselor, suggesting the development of an empirical weighting system. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ *Evaluation Methods/ *Handicapped/ Rehabilitation Counseling/ *Vocational Rehabilitation

EJ033274 CG502568
Students' Perception of Therapeutic Core Conditions with Client's Problem Controlled
Lee, Dong Yul; Nevison, Myrne B.
Canadian Counselor, 5, 3, 47-54 Jan '71
Student perception appears able to discriminate between high" and moderate to low" levels of core conditions, but unable to do so between moderate" and low", suggesting that analyzing overall core conditions in an interview setting may not be meaningful. (CJ)
Descriptors: Behavior Change/ Counseling Effectiveness/ *Counselor Characteristics/ *Counselor Evaluation/ Empathy/ Perception/ Secondary School Students/ Self Congruence/ *Student Attitudes/ *Therapeutic Environment

EJ033267 CG502478
Interactive Relationships among Student Characteristics and Group Counseling Methods
Hamilton, Jack A.; Bergland, Bruce W.
Psychology in the Schools, 8, 1, 50-55 Jan '71
This article suggests a number of ways to improve field research on interactions among student characteristics and group counseling techniques. A greater variety of research strategies is urged to create and field test specific counseling treatments for particular students. (Author)
Descriptors: *Counseling Effectiveness/ *Counseling Programs / Counselor Evaluation/ *Field Studies/ Group Counseling/ High School Students/ *Research Design/ *Research Problems/ Student Characteristics

EJ027898 CG502161
Followup: A Study of Counseling Outcome
Ogston, Donald
Canadian Counselor, 4, 4, 255-259 Oct '70
This study sought to determine student satisfaction with services, and any differences in counseling experiences between those who feel they had benefited from counseling and those who had not. Somewhat more than half the students were not satisfied, which may be typical of opinion at most counseling centers. There is a need to reexamine the type of service now offered. (CJ)
Descriptors: *Counseling Centers/ *Counseling Effectiveness/ *Counseling Services/ Counselor Evaluation/ Evaluation/ *Followup Studies/ Perception/ Performance Factors

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EJ011853 CG500910
Students' Perception of Counselors with Varying Statuses and Role Behaviors in the Initial Interview
Price, Leah Z.; Iverson, Marvin A.
J Counseling Psychol, 16, 6, 469-474 69 Nov
Investigation of extent of commitment to client through evolution of counselor verbal actions indicates that high commitment and expectancy are crucial to the helping relationship. (CJ)
Descriptors: *Behavior Patterns/ *Counseling Effectiveness/ *Counseling Services/ Counselor Characteristics/ *Counselor Evaluation/ *Counselor Evaluation/ *Counselor Performance/ Evaluation/ Interpersonal Competence/ *Participant Satisfaction/ *Performance Criteria/ Personality/ *Role Perception/ Social Relations/ *Verbal Communication

EJ008850 CG500767
A Staff's View of the Rehabilitation Counseling Process
Trotter, Ann B.; Boehme, Keith
Rehabil Counseling Bull, 12, 3, 163-167 69 Mar
Descriptors: Administrative Personnel/ *Counseling Effectiveness/ Counselor Evaluation/ Counselor Role/ Interpersonal Competence/ *Rehabilitation Counseling/ *Role Perception/ *Staff Role

EJ008838 CG500677
The Influence of Training on Counselor Responses in Actual and Role-Playing Interviews
Roark, Albert E.
Counselor Educ Superv, 8, 4, 289-295 69 Sum
Descriptors: *Counseling Effectiveness/ Counselor Attitudes/ Counselor Educators/ Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ *Interviews/ *Response Mode/ Role Playing

EJ004517 AA501751
Enhancing Counselor Effectiveness
Peterson, Mark B.
NASSP Bull, 53, 334, 84-90 69 Feb
Descriptors: *Counseling Effectiveness/ Counselor Attitudes/ Counselor Evaluation/ *Counselor Performance/ Guidance Counseling/ *Inservice Programs/ *Supervision/ Teacher Administrator Relationship

EJ003758 AA501524
Counselor Education
Whiteley, John M.
Rev Educ Res, 39, 2, 173-187 69 Apr
Descriptors: Bibliographies/ Counseling Effectiveness/ *Counselor Certification/ Counselor Characteristics/ Counselor Evaluation/ *Counselor Role/ *Counselor Training/ Educational Programs

EJ003648 CG500304
Evaluating a Guidance Counselor
Siegel, Betty
Sch Counselor, 16, 4, 309-11 69 Mar
Descriptors: *Counseling Effectiveness/ *Counseling Goals/ Counselor Characteristics/ *Counselor Evaluation/ *Counselor Performance/ Counselor Training/ Counselors/ Guidance Counseling

EJ002107 CG500254
Client Evaluation of Counseling Experience
Glazer, Stanford H.
J Coll Student Personnel, 10, 2, 115-17 69 Mar
Descriptors: *College Students/ Counseling Centers/ *Counseling Effectiveness/ Counseling Services/ *Counselor Evaluation/ *Interpersonal Relationship/ Response Mode/ Student Attitudes

EJ002099 CG500235
Accepting the Challenge of John Finley Scott
Gutsch, Kenneth U.; Milner, Louella G.
Personnel Guidance J, 47, 6, 543-45 69 Feb
Descriptors: College Bound Students/ College Students/ *Counseling/ *Counseling Effectiveness/ *Counselor Evaluation/ Counselor Role/ *Secondary School Counselors/ *Student Attitudes

EJ002078 CG500129
Students Who See Counselors Most.
Barnard, Marjorie L.; and others
Sch Counselor, 16, 3, 185-90 69 Jan
Descriptors: Academic Achievement/ Behavior Problems/ *Counseling Effectiveness/ *Counseling Programs/ Counselor Evaluation/ *Maladjustment/ *Secondary School Counselors/ Student Distribution/ *Student Problems

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EJ001611 CG500055
Counselor Image: Crucial Target for Research
Dahlem, Glenn G.
Counselor Educ Superv, 8, 2, 130-34 69 W
Descriptors: *Communication (Thought Transfer)/ Counseling/ *Counseling Effectiveness/ Counselor Evaluation/ *Counselors/ Research Projects/ *Role Theory/ *Self Concept

EJ000358 CG500052
Counselor, Counselee, and Supervisor Ratings of Counselor Effectiveness
Brown, Duane; Cannaday
Counselor Educ Superv, 8, 2, 113-18 69 W
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ Graduate Students/ Interviews/ Research Methodology
Identifiers: Counseling Evaluation Inventory

EJ000357 CG500050
Changes in Values and in Interpersonal Functioning of Counselor Candidates
Kratochvil, Daniel W.
Counselor Educ Superv, 8, 2, 104-7 69 W
Descriptors: *Counseling Effectiveness/ Counselor Characteristics/ *Counselor Evaluation/ *Counselor Training/ *Interpersonal Relationship/ Research Methodology/ Values

ED148902 TM006895
Evaluation and Prediction of Navy Career Counselor Effectiveness. Final Report November 1973-December 1977.
Robertson, David W.; And Others
Navy Personnel Research and Development Center, San Diego, Calif.
Jun 77 46p.
Report No.: NPRDC-TR-77-35
Available from: National Technical Information Service, Springfield, Virginia (AD-A 042 032)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Assessment procedures were developed to identify those naval officers who would be most effective in providing career guidance services to enlisted personnel. Several tests were administered to officers performing career counseling duties. These tests included a cognitive battery, the Navy Basic Test Battery (BTB); as well as the Guilford Tests of Social Intelligence, Comrey Personality Scales (CPS), Strong Vocational Interest Blank, Dole Ideal Counselor Adjective Check List (ICAC), and the Biographical and Attitudinal Inventory (BAI). Counselees' perceptions of the counselors' interpersonal competence were used as the criterion data in constructing scoring keys, which were used in addition to the standard keys for these tests. The relationships of age and cognitive aptitude to effective counseling were also investigated. The counselees generally rated the counseling services favorably, and their evaluations were found to be useful for validation of the selection instruments. Neither counselor pay grade nor BTB aptitude scores were related to job effectiveness, and age was important only to the youngest counselees. The validities of the cognitive battery and the instruments scored with the standard keys ranged from 0 to .20; of the constructed keys, .30 to .60. The best selectors were the CPS, and secondly, the BAI-ICAC composite. (Author/GDC)
Descriptors: Age Differences/ Answer Keys/ Career Planning/ Counseling Effectiveness/ Counselor Evaluation/ Counselors/ *Counselor Selection/ Evaluation Criteria/ Interest Tests/ Interpersonal Competence/ *Measurement Techniques/ *Military Personnel/ *Occupational Guidance/ Personality Tests/ *Predictive Validity/ Rating Scales/ Scoring/ Test Reliability / Test Validity/ *Vocational Aptitude
Identifiers: Basic Test Battery/ Biographical and Attitudinal Inventory/ Comrey Personality Scales/ Ideal Counselor Adjective Check (Dole)/ *Navy/ Strong Vocational Interest Blank/ Tests of Social Intelligence (Guilford)

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ED142923 CG011686
Response to the Report, "Evaluation of the Role and Functions of the Guidance Counselor," Produced by the New York State Office of Education Performance Review.
New York State Personnel and Guidance Association, Inc., Latham.
Mar 75 8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
In this report the New York State Personnel and Guidance Association presents its response to the Report of the New York State Office of Education Performance Review (OEPR) entitled An Evaluation of the Role and Functions of the Guidance Counselor. The OEPR report was published in September 1974. The OEPR undertook the study to determine the actual role and functions of school counselors and the effectiveness of the services provided by school counselors across New York State. Findings were based upon questionnaires and interviews. The OEPR reports attempt to summarize the findings, and provide recommendations for the improvement of guidance services. The primary purposes of this Position Paper are: (1) to make counselors aware of the constructive aspects of the report, as well as its unsatisfactory aspects; (2) to enable counselors to respond effectively to the questions of administrators and school board members relative to the content of the report and the value of the recommendations; and (3) to assist counselors to communicate more adequately and cooperate with school board members and administrators in implementing the constructive aspects of the report. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / *Counselor Role/ *Guidance Services/ High School Students/ Parents/ Personnel Evaluation/ *Pupil Personnel Services/ Research Projects/ Role Theory/ Secondary Education/ *Secondary School Counselors

ED137700 CG011286
A Case Study Approach to Counselor Accountability.
Pulvino, Charles J.
76 10p.; Paper presented at the Annual Workshop in Counseling and Guidance (6th, Madison, Wisconsin, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
School counselors are expected to perform numerous functions, provide many services and additionally be accountable for what they undertake. As a result of all the energy expended in providing services, there is an inadequacy in the counselor's own evaluation of what they do. This leads to lower quality service, innappropriate use of resources, insufficient appraisal of needs, ignorance about their personal impact on students and programs, and demands from their publics "to be accountable." The purpose of this paper is to present, through case materials, one approach to evaluation entitled, "The Individual Case Study." Data was drawn from materials collected on an individual that attended the Research and Guidance Laboratory during high school Grades 9-12; from followup studies done since high school graduation; and through a personal interview conducted some years later. (Author/YRJ)
Descriptors: *Accountability/ *Case Studies/ Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Role/ *Evaluation Methods/ Longitudinal Studies/ Research/ *Secondary School Counselors

ED136183 CG011511
Counselor Effectiveness Through Radio Communication.
Tentoni, Stuart C.
77 16p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This study determined the effectiveness of the use of radio as a means of providing immediate feedback on student counselors in a practicum setting. Using a non-equivalent group experimental design, 10 experimental subjects were compared to 10 control subjects with respect to counselor effectiveness. The experimental subjects were given immediate feedback via radio, but the control subjects were not given this type of feedback. The radio equipment consisted of an FM wireless microphone, a transistor radio and an earphone. The experimental subjects wore a concealed radio unit and earphone over which they received feedback in the form of the word "good" spoken by a practicum supervisor. The Counselor Evaluation Rating Scale was used to measure counselor effectiveness. The adjusted post-test mean score for counseling effectiveness for the experimental group of subjects was significantly higher than the corresponding score for the control group (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Training/ *Feedback/ *Practicums/ Program Descriptions/ *Radio/ Rating Scales/ Student Evaluation

ED134913 CG011150
Outcome Research: Implications for Counseling in the Elementary School.
Weinrach, Stephen G.
Oct 76 82p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Reviews of the literature suggest the need for research of outcomes of school counseling. This document attempts to speak to this problem. Section One reviews studies in methods of evaluating counselor behavior and counseling outcome. It proposes a counselor task survey which would involve counselors, parents, clients, and teachers in elementary schools in designing their own instruments to measure counselor effectiveness. Section Two describes specific methods by which valuing of counseling by students in a middle school can be produced and evaluated in behavioral terms. Section Three presents the results of a questionnaire study designed to determine the extent to which 325 students at a middle school displayed approach behavior towards their new counselor. The results showed that on most items a majority of students displayed approach behavior. (MPB)
Descriptors: *Affective Objectives/ Behavioral Counseling/ *Counseling/ *Counseling Effectiveness/ *Counselor Evaluation/ Elementary Education/ Elementary School Counseling/ Guidance Objectives/ Junior High Schools/ *Program Evaluation/ Research Design

ED133625 CG008338
The Impact of Education and Experience on Rehabilitation Counselor Functioning.
Alston, Paul P.; Brinson, Leslie C.
72 15p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Education and experience are two variables generally accepted to have a positive effect on job performance in general and in professional areas in particular. This study sought to evaluate the effects of varying degrees of education and experience on performance in the field of rehabilitation counseling. The study compared Master's degree and undergraduate degree counselors of high and low experience on the basis of client ratings of counselors, ratings of counseling effectiveness and number of clients rehabilitated. The findings indicated that neither education nor experience had a significant impact on client ratings of counselors or the number of clients rehabilitated. Both education and experience affected counseling effectiveness although in opposite directions. Increased education significantly detracts from it. It was noted that these findings tended to support research in other occupational areas regarding the impact of education and experience on job performance. (Author)
Descriptors: Academic Achievement/ *Counseling Effectiveness/ *Counselor Evaluation/ Counselor Performance/ *Counselors/ *Educational Experience/ Educational Research/ Higher Education/ *Rehabilitation Counseling/ *Work Experience

ED130191 CG010871
Current Issues in Outcomes-Based Counseling. SWRL Educational Research and Development Professional Paper 32.
Lasser, Barbara R.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
1 Jul 75 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 4, 1975)
Report No.: SWRL-PP-32
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Steps in an outcomes-based counseling cycle are described, and examples are provided that illustrate the usefulness of an outcomes-based approach with "insight" as well as "behavioral" techniques for promoting counseling goals. Factors that may currently discourage the practice of outcomes-based counseling are considered, and suggestions for stimulating its application are presented. (Author)
Descriptors: Behavioral Counseling/ *Counseling Effectiveness/ *Counseling Goals/ *Counselor Evaluation/ Guidance Objectives/ Guides/ *Interpersonal Competence/ *Objectives/ Psychotherapy/ State of the Art Reviews
Identifiers: *Outcomes Based Counseling

DIALOG File1: ERIC 66-MAY78 (Item 78 of 130) User1210 17may78

ED130188 CG010867
Relationships Among Counselor Effectiveness Self-Ratings, Peer Ratings, Supervisor Ratings, and Client Ratings.
Piercy, Fred P.
74 14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The purpose of this study was to investigate the comparibility of counselor effectiveness ratings made by four different groups. This study examined the relationships among student counselors' self-ratings, peer ratings, supervisor ratings, and client ratings on the Counselor Effectiveness Scale, Form 2, a semantic differential rating scale appropriate for immediate use with raters of varying sophistication. No significant relationships were found between pairs of rating groups on the total score of the CES. In addition, no significant difference was found among the mean ratings made by the four rating groups. Implications for counselor effectiveness research and counslor training are discussed. (Author)
Descriptors: *Behavior Rating Scales/ *Counseling Effectiveness/ *Counselor Evaluation/ Counselor Performance/ Counselor Training/ Evaluation Methods/ Peer Groups/ Research Projects/ *Statistical Bias/ Supervisors

ED130179 CG007010
Counselee Satisfaction and Counselor Training and Experience. Research Report No. 32.
Finley, Robert E.
Utah Univ., Salt Lake City. Counseling Center.
72 13p.; Best Copy Available.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Counselee satisfaction was examined by counselee self-reports on the Counselor Evaluation Inventory. Counselees who saw full-time professional staff members reported a greater degree of satisfaction than those who saw either interns or practicum students. No differences in satisfaction were found in terms of counselee's presenting problems and number of interviews. Scores on the Counselor Evaluation Inventory were related to five categories of counselee expressed satisfaction. The inference was made that of the counselees who saw staff members 86% were satisfied. Of those who saw interns and practicum students 73% and 65% respectively reported they were satisfied. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ *Helping Relationship/ Higher Education/ Interpersonal Relationship/ *Performance Factors/ Research Projects
Identifiers: *Counselee Satisfaction

ED126398 95 CG010687
A Monograph on Training Supervisors in the Helping Professions. Pupil Personnel Services: Training Professionals to Anticipate the Challenges of the Future.
Scott, Judith, Ed.
Pittsburgh Univ., Pa. Dept. of Counselor Education.
Jan 76 72p.; For related documents, see CG 010 685-692
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-070-2021-(725)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This monograph explores the unique relationship between the supervisor and the supervisee in process supervision. Process supervision's first goal is the counselor's internalization of a contemplative attitude toward his/her work. The supervisor should parallel this contemplative attitude toward the counseling process and should create a colleagial rather than hierarchical relationship with his/her supervisee. The supervision process is based upon utilizing the resources of the supervisee in order to enable him to activate or restore his relationships with his clients. Supervision as a time-sequence process is oriented in both the present and the future. Hence, the process of supervision is designed to help the supervisee function more effectively in the future. The use of the "now" indicates what the supervisee hopes and believes will make the difference in the future. This monograph also provides models for supervision in various settings and counseling formats, as well as in the staff development/program development process. (Author/KRP)
Descriptors: Counseling Effectiveness/ Counseling Theories/ Counselor Attitudes/ *Counselor Educators/ Counselor Evaluation/ *Counselor Training/ Interpersonal Relationship/ Program Development/ *Role Theory/ *Supervisors/ Supervisory Methods/ *Supervisory Training/ Teaching Models/ *Trainers

DIALOG File1: ERIC 66-MAY78 (Item 81 of 130) User1210 17may78

ED125679 JC760354
Development of a Semantic Differential Instrument for Student Evaluation of Community College Counseling Conferences.
Hecht, Alfred R.; Henry, Bonnie
Jul 76 29p.; Paper presented at the Annual Meeting of the North Central Region AERA Special Interest Group on Community/Junior College Research (Madison, Wisconsin, July 15-16, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
In the past, annual student evaluation of counselor effectiveness at Moraine Valley Community College (Illinois) has been conducted by means of three unvalidated instruments. In order to achieve increased accountability, a student services committee has developed a conceptual design for a comprehensive counselor effectiveness evaluation system. As a component of the larger system, a valid and reliable diagnostic instrument was developed for student evaluation of individual counseling services. This instrument was designed with a semantic differential scale to measure the effectiveness of three different counseling processes (acceptance of client, counselor self-acceptance, counselor support), and two counseling outcomes (conference worthwhileness, client independence). A jury of counselors, counselor educators, and counselor administrators confirmed the content and construct validity of the instrument. Construct validity was also demonstrated by means of a principal components analysis of 281 student evaluations of 11 counselors. Internal consistency reliability coefficients confirmed the multidimensionality of the instrument. A survey of the literature on counselor evaluation is presented, as are complete statistical results of the jury evaluation and preliminary application of the instrument. The instrument itself is appended. (Author/NHM)
Descriptors: Community Colleges/ *Counseling Effectiveness/ *Counselor Evaluation/ *Evaluation Methods/ Junior Colleges/ *Rating Scales/ *Semantic Differential/ Validity
Identifiers: Moraine Valley Community College

ED123545# CG010583
Client-Counselor Interactions-Patterns of Service-Client Outcome. A Report on Rehabilitation Facility Client Outcome. Arkansas Studies in Vocational Rehabilitation, Series I.
Rubin, Stanford E.; And Others
Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.
Aug 73 125p.; For related document, see CG 010 584
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.: PB-243-302-SRS-12-55219-010
Grant No.: SRS-12-55219
Available from: National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC $5.25, MF $2.25, order No. PB-243-302)
Document Not Available from EDRS.
This is part of the Arkansas Rehabilitation and Training Center's effort to study Counselor Performance and client outcome. It examines client demography, personality variables, counselor characteristics and agency service variables, as possible predictors of client outcome in rehabilitation. Data were collected between January 1970 and December 1971 on 23 counselors and 97 clients in a comprehensive rehabilitation facility. pre- and post-tests administered approximately 20 weeks apart on each client were classed as "improved", "deteriorated", and "no change" on the mini-mult, the 16 personality factor questionnaire, and the Tennessee Self Concept Scale. No significant relationships were found among the variables. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / *Counselor Performance/ Demography/ Individual Characteristics/ *Interaction Process Analysis/ *Rehabilitation/ Research Projects/ *Vocational Rehabilitation

DIALOG File1: ERIC 66-MAY78 (Item 83 of 130) User1210 17may78

ED119779 JC760172
A Report of the Satisfaction of Recent Vocational-Technical Graduates with the Academic Counseling and Registration Assistance Received.
Hawaii Univ., Honolulu. Leeward Community Coll.
10 Apr 75 24p.; Light print areas throughout document
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
In fall 1974, 126 students who had been enrolled in vocational-technical programs at Leeward Community College during the 1973-74 academic year, and who had petitioned for graduation, were sent follow-up surveys. This report details their reactions to academic counseling and registration assistance. The 96 responses represent a 76 percent response rate. Seventy of the respondents had received the associate degree, and 26 had received a certificate. The vocational areas that were most heavily represented were secretarial science and accounting. About 20 percent of the students felt that they did not need counseling, but over 40 percent reported that they could have benefited from additional counseling. Most of the respondents were not veterans, but those who were felt that the veterans' counseling program was either good or bad improved subsequent to their graduation. About 13 percent of all respondents felt that the quality of academic counseling was excellent, and 30 percent rated it as good. However, about 10 percent of the respondents said it was poor. Most of the students felt that the college was meeting their registration assistance needs, but many noted a need for more vocational offerings in the evening. Data are tabulated, and the survey instrument is appended, along with comments of the respondents. (NHM)
Descriptors: Community Colleges/ Counseling/ *Counseling Effectiveness/ Counselor Evaluation/ Educational Counseling/ *Followup Studies/ Graduate Surveys/ Guidance Counseling/ *Junior Colleges/ School Registration/ Student Attitudes/ Veterans/ Vocational Counseling/ *Vocational Education
Identifiers: Leeward Community College

ED119077 95 CG010386
Closing the Gap: A Study of Four Counselor Education Programs and Efforts to Facilitate Role Implementation and Counselor Effectiveness in the School.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
75 465p.: Logs & appendix B may not reproduce due to undersized print
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: Minnesota Department of Education, Documents Section, Room 140, Centennial Building, St. Paul 1, Minnesota 55101
EDRS Price MF-$0.83 HC-$24.77 Plus Postage
This study is a pioneer effort to bring together the theory of counselor education, implementation of counselor role in the schools once a person is employed and the evaluation of his/her effectiveness with others. It is an extensive research project studying both the elementary and secondary school counselor the study sought to examine the value of providing on-the-job consultation to a recently trained group of counselors from each of four institutions. It included identification of the four counselor education objectives and the proposed time to be spent by the trained counselor across a set of functions if he were implementing the training model. The analysis included a study of functions performed by counselors; professional staff perceptions of guidance functions and relationships; personality factors of counselors and their relationship to selected guidance outcome variables. On the basis of this three-year project, the authors offer a number of recommendations for increasing the relevance and effectiveness of counselor education programs. These include: emphasis on the counselor's role as consultant to parents, teachers and administration; additional research on influence of on-site consultation; increased training in psychological education; and development of better procedures for career guidance training. (NG)
Descriptors: *Counseling Effectiveness/ Counselor Characteristics/ Counselor Evaluation/ Counselor Functions/ *Counselor Training/ Elementary Secondary Education/ *Evaluation/ Guidance/ *Program Descriptions/ *Program Development/ State Departments of Education

DIALOG File1: ERIC 66-MAY78 (Item 85 of 130) User1210 17may78

ED115685 TM004958
Reorganized Junior High School Program: Third Year Evaluation 1973-74. A Title III ESEA Project.
Nesset, Bonna Christians
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Aug 74 60p.; For related documents, see ED 083 288, ED 084 275 and TM 004 895
Report No.: C-73-20
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
Minneapolis Public Schools' Reorganized Junior High School Program completed its third and final year of operation with Title III ESEA funds in June 1974. An additional counselor was hired for each of the schools, Jordan and Marshall-University. A major objective was that the counselor would change from a traditional resource person to more of a team member, program coordinator, and facilitator in creating a positive, student-centered program. Outcome objectives were increased counselor effectiveness, positive student attitudes toward school, and increased parent and student involvement. Questionnaires were administered to teachers, administrative and resource personnel, students, and parents at both schools. At Jordan, teacher contact with counselors increased over all previous years data were available. Counselors had more contact with students in all three years of the project than in the year prior. Nine of ten parents felt involved and satisfied with the program at Jordan. Less than half the students felt involved in school decision-making. At Marshall-University teacher-counselor contacts reported by the 1973-74 team teachers was less than reported by the team teachers in the two previous years, but more than reported by the non-team teachers in the past. Counselor office contact with students was down in 1973-74, but students reported more frequent classroom visits by the counselors. Parent results indicated that parents were generally aware of the program options available, could identify and describe the programs, and felt well informed. (RC)
Descriptors: *Cocounseling/ *Counseling Effectiveness/ Counselor Evaluation/ *Counselor Role/ *Junior High Schools/ Parent Participation/ Participant Satisfaction/ Program Effectiveness/ *Program Evaluation/ Secondary School Teachers/ Staff Utilization/ Student Attitudes/ Teacher Attitudes/ Teamwork
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Minneapolis Public Schools/ Minnesota (Minneapolis)

ED113392 88 TM004895
Reorganized Junior High School Program: Second Year Evaluation 1972-73.
Johnson, Lary
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Aug 73 58p

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No.: C-72-26
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
The Reorganized Junior High School Program completed its second year of operation in June 1973. An additional counselor was hired for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective called for the counselors to place greater emphasis on team member, implementer, and facilitator functions. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. Two seventh grade counselors at Jordan assumed responsibility for the usual administrative role in the area of student behavior. Working contacts between counselors and teachers were increased by team meetings held twice a week during the second semester, counselor visits to classrooms, and informal meetings in the seventh grade conference area. At Marshall-University teacher-counselor teams consisting of one counselor and four teachers, were set up to work with 160 eighth graders and 100 seventh graders. Daily team meetings during the team teachers' common preparation time were the core of the project. Generally, both teachers and students expressed more favorable attitudes toward their counselors after implementation of the Reorganized Junior High School Program. (Author/BJG)
Descriptors: *Cocounseling/ *Counseling Effectiveness/ Counselor Evaluation/ *Counselor Role/ *Junior High Schools/ Parent Participation/ Participant Satisfaction/ Program Effectiveness/ *Program Evaluation/ Secondary School Teachers/ Staff Utilization/ Student Attitudes/ Teacher Attitudes/ Teamwork
Identifiers: Elementary Secondary Education Act Title III/ ESEA Title III/ *Minneapolis Public Schools/ Minnesota (Minneapolis)

DIALOG File1: ERIC 66-MAY78 (Item 90 of 130) User1210 17may78

ED108097# CG009917
A Competency-Measurement Instrument for Evaluating School Counselors.
Percival, Robert R.
May 74 210p.: Ed.D. Dissertation, North Texas State University
Available from: Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Soft cover $11.00, Hard cover $13.50, Microfilm $5.00, order number 75-897)
Document Not Available from EDRS
This study developed the first measurement instrument designed to accompany the concept of competency basing in counselor training. In so doing, the study screened and validated a list of skills most essential in an effective counselor. The process began with a composite list of some 1600 competencies and subordinate skills enumerated by three universities pioneering the concept of performance-based counselor training. The list was reduced to 180 by a broad-based validating panel of 46 specially chosen guidance experts. In addition to the finished measurement instrument, the study reports the average rating of each item, then categorizes the competencies into the areas of counseling, consultation, coordination, and organization and evaluation. This flexible instrument may be used by individual counselors for self-evaluation, by entire organizations for assessment and comparisons, or by other kinds of groups for various specialized purpose. (Author/PC)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / Doctoral Theses/ *Evaluation Methods/ *Measurement Instruments/ *Performance Based Education/ Research Projects/ Self Evaluation/ Skill Analysis/ *Test Construction

ED106747 95 CG400126
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R.
Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Dec 74 15p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579
Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (MC-$1.50, cash or money order must accompany request)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International, from March 1973 through September 1974. This search covers counseling effectiveness; counseling goals as perceived by counselors, administrators, and students; counselor evaluation, including techniques and criteria; and rating scales. Sixty document abstracts have been retrieved. (Author/PC)
Descriptors: *Accountability/ Annotated Bibliographies/ *Counseling Effectiveness/ *Counselor Evaluation/ Evaluation Criteria/ *Evaluation Methods/ *Objectives/ Rating Scales/ Resource Materials

ED106537 CE003706
An Evaluation of the Status of the Occupational Specialist in Florida: Final Report.
Perkins, Lawrence H.
University of West Florida, Pensacola.
Aug 74 52p.
Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The report evaluated performance, qualifications, training, and acceptance of occupational specialists (O.S.) in Florida public school districts. Data were provided by 64 school district superintendents, 78 principals of schools employing an O.S., 281 occupational specialists (employed in more than 95 percent of school districts), 548 students, and 117 teachers. Findings indicated that more than 50 percent of O.S. were performing in their jobs as specified by State Board of Education requirements, although some reported additional duties. More than 62 percent of school districts had O.S. training programs, and respondents felt that the O.S. had adequate training, made a worthy contribution to the student body, had a relatively positive acceptance by school staffs, and had qualifications generally exceeding minimum regulations. Recommendations aimed at strengthening the role of the O.S. are listed, and a major portion of the report is devoted to tables and graphs presenting the survey questions, the responses, and providing both raw data and percentages. (MDW)
Descriptors: Career Education/ Counseling Effectiveness/ Counselor Acceptance/ *Counselor Evaluation/ *Counselor Performance/ Counselor Qualifications/ Data Analysis/ *Guidance Personnel/ *Occupational Guidance/ Program Evaluation/ Questionnaires/ *State Surveys/ Tables (Data)/ Vocational Counseling
Identifiers: *Florida/ Occupational Specialists

DIALOG File1: ERIC 66-MAY78 (Item 87 of 130) User1210 17may78

ED110883 CG010010
Research on Counselor Effectiveness.
King, Paul T.
8 Mar 75 10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
A limited study was conducted, asking counseling psychologists why they did not research the effectiveness of their counseling. The reasons given for failing to investigate effectiveness were: (1) methodological and criteria problems seemed unsolvable; (2) anxiety existed about discovering a lack of professional competence; (3) the intricacy of the therapy hour cannot be translated into specific criteria; (4) problems related to what type of individual does the ratings of counseling effectiveness; and (5) psychologists were unwilling to suffer the inconvenience of having to research their competence. Many felt it was an intrusion on their time, which could be better spent with clients. The over-used criteria which have uniformly failed to predict counselor effectiveness were discussed. The author suggested therapist-specific variables in interaction when client characteristics would be a profitable area for investigation. Some small amount of work has been done here. An increased use of long-range behavioral observation of the therapy interaction was suggested. (Author)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ Counselor Performance/ *Evaluation Criteria/ *Psychologists/ *Research Methodology/ Speeches

ED110877 CG010004
School Counseling: Criticism and Contexts.
Pine, Gerald J.
Mar 75 28p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
The purposes of this paper are: to identify specifically the criticisms of school counseling; to analyze what accounts for these criticisms; to indicate how school counseling should and is responding to its critics; and to look at where school counseling is headed. Through a review and analysis of the conceptual and empirical literature dealing with the development and status of school counseling the range and scope of contemporary criticism are delineated. It is suggested that criticisms of school counseling emanate from problems relating to untrained, undertrained, and uncommitted counselors; professional identity and role; societal contexts; professional ideology; and accountability. Each of these problems is defined and examined and suggestions are made regarding constructive responses to criticism and effective evaluation procedures. There is a bibliography of 124 entries. (Author)
Descriptors: Accountability/ *Counseling Effectiveness/ *Counselor Evaluation/ *Counselor Role/ Elementary School Counselors/ *Guidance Counseling/ *Role Perception/ Secondary School Counselors/ Speeches/ Standards/ State of the Art Reviews

ED109570 CG009979
Neurotic and Environmental Sources of Psychotherapist Resistance to Evaluation.
Van Atta, Ralph
75 8p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Best copy available
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Observation of the treatment process and outcomes research may interfere with self-gratifications and may shatter illusions about a therapist's omnipotence. Consequently, research and evaluation must be understood to threaten, inherently, personal need gratification of therapists. The author discusses several reality-based therapist objections to research and evaluation: (1) evaluation (and the observation it entails) constitutes an affront to professional status; (2) therapists are sometimes ignorant of psychotherapy process and outcome research, and frequently believe that it has contributed little to advances in treatment processes; and (3) participation in research has no immediate or long-term payoff for many psychotherapists. The author concludes that for research or systematic evaluation to be actively supported by practicing therapists, it must arise from, yet bear upon, their work. (Author/PC)
Descriptors: *Counseling Effectiveness/ *Counselor Evaluation/ Environmental Influences/ *Needs/ *Neurosis/ Psychologists/ *Psychotherapy/ Speeches/ State of the Art Reviews

DIALOG File1: ERIC 66-MAY78 (Item 93 of 130) User1210 17may78

ED105917 JC750310
The Counselor as a Social Force: Identifying Counselor Role and Functions in the Community College.
Whitehead, Everett
Jun 74 106p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree. Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
School counselors face identity crises since they must respond to the conflicting demands of students, faculty members, administrators, commercial and industrial interests, parents, and the local community. In order to defend themselves against public criticism, counselors must find a way of illustrating their effectiveness. Data obtained from an administration of the IRC Input-Output Analysis of Student Personnel Services (1971-73) was used to determine the performance (objectives, efforts, and outputs) of all Florida community college counselors and of Brevard Community College (BCC) counselors. The major conclusions drawn are: (1) counselors are an effective social force in educational institutions and will remain so as long as their services facilitate the goals of the institution; (2) counselors do have an identity problem; (3) a systems approach to the management of counselor activities can be an effective tool in defining and evaluating the role and effectiveness of community college counselors; and (4) counseling is functioning at a healthy and satisfactory level in Florida community colleges and at BCC. The author recommends the adoption of a systems model by BCC counselors; such as a model will determine the results of exact services provided and will measure the benefits in relation to cost to the institution. A review of pertinent literature and several tables and charts illustrating data are also included. (DC)
Descriptors: Cost Effectiveness/ *Counseling Effectiveness/ *Counseling Goals/ Counselor Acceptance/ *Counselor Evaluation / Counselor Functions/ Counselor Performance/ Counselor Role/ Counselors/ Input Output Analysis/ *Junior Colleges/ Management by Objectives/ Practicums/ Student Personnel Services/ *Systems Analysis
Identifiers: Brevard Community College/ *Florida

ED102294 CE002979
An Analysis of the Evaluation of High School Experiences in Reference to the Personal and Educational Characteristics of the Graduating Classes of 1973 and 1969; An Educational and Occupational Status Survey by Applied Sampling Technique.
Salinas Union High School District, Calif.
Sep 74 120p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Two high school classes, from each of five high schools, separated by five years in time of graduation, are studied and analyzed in depth. Their educational and employment activities as well as selected attitudes towards the high school experience are reported in abundant detail. The research method used was stratified sampling. The crucial question was whether a stratum is related to the post-graduation activity or attitude of students. The graduate's sex, race, high school program, and grade-point average were found to be most germane to the survey's purpose. A statistical description of the class of 1973 is followed by statistical data on the graduates in such areas as: educational and occupational activity a year later; type of education institution attending; educational goals; employment situation and attitude; usefulness of high school courses in present activity; person most helpful in planning for the future; the value of membership in extra-curricular activities; the helpfulness of high school in learning selected skills; evaluations of instructors and counselors. Similar data is then presented for the class of 1969. Brief remarks clarify tables of data; there is no comparison of the two groups, and no summarization or conclusion. (AJ)
Descriptors: Career Planning/ Counseling Effectiveness/ Counselor Evaluation/ County School Systems/ Curriculum Evaluation/ Educational Attitudes/ Effective Teaching/ Employment Statistics/ Faculty Evaluation/ *Followup Studies/ *High School Graduates/ *Program Effectiveness/ Program Evaluation/ *Statistical Data/ Statistical Surveys/ Student Attitudes/ *Vocational Followup/ Work Attitudes

ED098467 CG009276
Improving Counselor Effectiveness by Means of Feedback and Encouragement.
Eckstein, Daniel G.
Aug 74 15p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This study investigated the use of feedback and encouragement in improving counselor effectiveness. Clients judged their counselors significantly higher than did expert raters. However, a significant correlation occured between the client and rater opinions concerning helpful counselors. Counselors receiving feedback based on client-rater evaluations and also obtaining encouragement to plan and implement alternative behaviors improved significantly more on their pre-post total scores than did a matched control group of counselors. All counselors improved their client-rater scores as a result of a supervised practicum experience. Implications and suggestions for counselor supervisors are included. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / *Counselor Training/ *Evaluation Methods/ *Feedback/ Practicums/ *Practicum Supervision/ Reinforcement/ Speeches
Identifiers: *Perceptual Characteristics Scale

DIALOG File1: ERIC 66-MAY78 (Item 96 of 130) User1210 17may78

ED092663 CE001362
Career Guidance--Educational Responsibility.
Worthington, Robert M.
13 Aug 73 28p.; Keynote address at State Work Conference for Vocational-Technical and Higher Education (Birmingham, Alabama, August 13, 1973)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
It is important to emphasize that career guidance is an essential component of career education at all levels. A literature review suggests that: (1) the needs of women, minority, and low-income students are being met only partially; (2) it is not really known whether school placement services promote accountability and effective relationships with the business community; (3) the cost-effectiveness of computers and other media has not yet been ascertained; (4) it seems that counselors should be educated in practical career guidance and counseling; and, (5) employment of paraprofessionals is inhibited by conditions other than credentialling requirements. There is a major need for rigorous program development; a number of continuing, and some newer, specific guidance development initiatives have been undertaken by the National Center for Adult, Vocational, Technical and Manpower Education. A new National Guidance Handbook has been developed as a tool for interrelating vocational instructional programs with classifications of other materials. Career choices take place on a continuing, lifelong basis; freedom of choice rests on understanding one's self and one's options. (Author/AJ)
Descriptors: *Career Education/ Counseling/ Counseling Effectiveness/ *Counseling Goals/ Counseling Instructional Programs/ Counseling Theories/ Counselor Evaluation/ Counselor Functions/ Counselor Qualifications/ Counselor Role/ *Educational Counseling/ Elementary School Counseling/ Secondary School Counselors/ *Vocational Counseling/ *Vocational Development

ED090469 CG008861
The Relationship Between the Level of Counselor Self-Actualization and Student Perception of the Guidance Program.
Weinrach, Stephen G.
Aug 72 148p.; Ed.D. Dissertation, University of Toledo
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
This field study was undertaken to investigate the relationship between the level of counselor self-actualization and student perception of the guidance program. Self-actualization was measured by Shostrom's Personal Orientation Inventory (POI). Student perception of the guidance program was measured by Wysong's Guidance Program Evaluation Student Survey (GPES). The sample for this study included counselors in 23 Ohio high schools and their respective 11th grade students. The categories of the GPES were: Individual Counseling and Perceptions of the Counselor; Guidance Program Activities and Provisions; Guidance Objectives; Identification of Persons in School Who Are Regarded as the Most Helpful in Assisting Students to Accomplish Guidance Objectives; and Semantic Differential Items Used to Rate Generally the Guidance Program. The grand mean serves as an overall index of student perception of the entire guidance program. Guidance programs which received a high rating by students tended to be administered by counselors who received high scores on the Time-Competence scale of the POI. A Time-Competent Individual tends to be able to respond to the needs and expectations of the moment while simultaneously placing them into their proper perspective in terms of the past and future. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Characteristics/ *Counselor Evaluation/ Doctoral Theses/ Field Studies/ *Guidance Programs/ High School Students/ Perception/ *Self Actualization/ *Student Attitudes
Identifiers: *Personal Orientation Inventory

ED083501 CG008353
The Role of Montana Secondary School Counselors as Perceived by Selected Reference Groups.
Dasinger, James F.
Montana Univ., Missoula. School of Education.
Aug 73 60p.
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
The purpose of this study was to investigate the ways in which the occupational behaviors of Montana secondary school counselors are complementary to, or in conflict with, the expectancies of their various publics. In this study the counselors and their various publics (counselor-educators, school administrators, teachers, students, parents) were asked to indicate what functions counselors were actually performing and then indicate whether the counselor should or should not ideally perform this function. This study revealed that there are many counselor-role functions which are perceived by the counselor's publics, and in many instances by the counselors themselves, as not being adequately fulfilled. The interviews indicated that in most cases this is not due to the counselor being inadequately prepared but is attributed to the fact that there are too few counselors available to provide adequate guidance services to the large student populations. (WSK)
Descriptors: Behavior Patterns/ Counseling Effectiveness/ Counselor Educators/ *Counselor Evaluation/ *Counselor Functions/ *Counselor Role/ Parents/ Performance/ *Role Perception/ Surveys/ Teachers
Identifiers: *Elementary Secondary Education Act Title III/ ESEA Title III

DIALOG File1: ERIC 66-MAY78 (Item 99 of 130) User1210 17may78

ED078331 CG008129
Evaluating Counselor Effectiveness Fact or Fallacy--Counselors Relate Equally Well to All Students.
Johnson, Ralph H.; And Others
Minneapolis Public Schools, Minn. Dept. of Guidance Services.
73 13p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In order to investigate counselor effectiveness in urban secondary schools, guidance personnel developed a ninth grade and a twelfth grade Counseling Accountability Questionnaire. Data collected were processed for city-wide and individual school results. Items dealing with help received and the reaction of students to their relationship with counselors were tallied as to student responses by sex, race, achievement level, plans after high school, and the number of interactions with counselors. Results show two trends: (1) minority students responded more positively than others; and (2) noncollege-bound students responded more positively than college bound. Little consistent difference was evident based on sex and on achievement level. Implications of the resulting data include the following: (1) individual counseling programs can be studied from the students' point of views, (2) staff development programs for counselors can be more efficiently planned to meet student needs; and, (3) student priorities concerning counseling services can be readily identified. (Author/SES)
Descriptors: *Counseling Effectiveness/ Counselor Evaluation / Counselor Performance/ *Evaluation/ Evaluation Methods/ Measurement Techniques/ Minority Groups/ Noncollege Preparatory Students/ *Secondary School Students/ *Student Attitudes/ Student Needs/ Student Opinion/ Surveys

ED078309 CG006899
Toward a New Criterion For Evaluation of Guidance Programs.
Tate, Douglass T.
71 6p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper points to the demands which our "new society" is making upon guidance and counseling programs; demands which must be met as counselors become agents of change and the profession turns from exclusive concern with intra and interpersonal matters to exteriorceptive concerns. The author gives a brief historical outline of the emerging guidance profession in order to provide insight into the problems of evaluation and to point out the current need for a new definition of the situation with its advanced technology, urban concentrations, and aspiring minority groups. Finally, the paper looks at the youth of today, its values and its aspirations. Special attention is given to females and the part they will play in the labor force of the future. The author feels that the goal of present and future counseling programs must be to create a more humane environment, which gives support to the legitimate aspirations of its people, through peaceful institutional and social change. (Author/SES)
Descriptors: Change Agents/ Counseling/ *Counseling Effectiveness/ Counselor Evaluation/ Counselors/ *Evaluation/ *Evaluation Criteria/ Evaluative Thinking/ Females/ Guidance Counseling/ Guidance Functions/ Guidance Objectives/ *Guidance Programs/ Models/ *Program Evaluation/ Social Change

ED075763 CG400074
Impact: The Magazine for Innovation and Change in the Helping Professions, Volume 2, Number 3.
Walz, Garry R., Ed.; And Others
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
73 66p.
Sponsoring Agency: Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487015790(010)
Available from: Impact, P.O. Box 635, Ann Arbor, Michigan 48104 ($6.00 per yearly subscription, $1.75 per single issue-make checks payable to the University of Mich.)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This issue of Impact examines a variety of viewpoints, programs, issues, and concerns about accountability of guidance. Three articles are adaptations from speeches presented at the conference on Accountability and Pupil Personnel Work held at Michigan State University in the summer of 1971; they explore the importance of preserving "caring" capabilities that foster human growth while measuring guidance program outcomes, systematic counseling which provides a specified step-by-step approach to evaluating counseling effectiveness, and the measurement of student success as a prime indicator of the worth of a guidance program. Other articles examine programs now in practice: one providing a career ladder approach as well as an undergraduate competency-based program for guidance students, another exploring a performance-based certification program for counselors and counselor educators, and a third describing objectives for school guidance programs and instruments to assess how schools are meeting these objectives. Afinal article provides an overview of the need for accountability and the establishment of objectives with a checklist for the reader's use in his specific setting. (SES)
Descriptors: Behavioral Objectives/ *Counseling Effectiveness/ Counseling Goals/ Counselor Evaluation/ Evaluation/ *Evaluation Methods/ *Guidance/ Guidance Counseling/ Guidance Functions/ *Guidance Objectives/ Guidance Programs/ Guidance Services/ Objectives/ *Periodicals

DIALOG File1: ERIC 66-MAY78 (Item 102 of 130) User1210 17may78

ED074432 CG007947
Counseling for Change: A New Perspective.
Holt, Pete R.; And Others
West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.
Feb 73 29p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Three Internal-External (I-E) locus of control counseling techniques were used in regular counseling sessions to determine whether these techniques would result in a control expectancy shift from external to internal. Twenty-seven Ss were counseled in 4 groups for five weeks, twice each week in groups, and once each week individually by 4 counselors. Seventeen Sc participated in non-counseling sessions. Results showed that 2 groups who were led by counselors judged to have used IE counseling techniques did experience a significant control expectancy shift as opposed to 2 non-IE counseled groups (t = 2.4, p less than .02) and all non counseled groups (2.5, p less than .02). There was no significant difference between non counseled and non-IE counseled (t = .11, p greater than .05). Counselors varied in their I-E technique preference but agreed that techniques are useful counseling tools. (Author)
Descriptors: *Behavioral Counseling/ *Counseling/ *Counseling Effectiveness/ *Counseling Goals/ Counseling Theories/ Counselor Evaluation/ Counselor Performance/ Disadvantaged Youth/ Evaluation/ *Expectation/ Learning/ Research Projects

ED071005 CG007745
Objective Ratings of Monitor-Modeling Supervision in Practicum.
Silverman, Manuel S.; Quinn, Philip F.
72 18p.
Available from: Manuel S. Silverman, Department of Guidance and Counseling, Loyola University, 820 N. Michigan Ave., Chicago, Illinois 60611
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Two groups of 12 practicum trainees were exposed to either Monitor-modeling or Immediate-feedback supervision. Ten minute counseling sessions with coached clients were taped before and after the practicum. Three independent judges rated the tapes, using Carkhuff's scales for "Gross ratings of facilitative interpersonal functioning" to assess the level of facilitative conditions offered by the trainees, and the trainees' action orientation (Carkhuff, 1969). Results indicated that: (1) the judges' ratings from pre-test to post-test increased significantly for the Monitor-modeling group, but not for the Immediate-feedback group; (2) although the results approached significance, there were no significant differences between the two groups on the post-test; and (3) the amount of growth from pre-test to post-test was significantly greater from the Monitor-modeling group. Since the ratings used in this study were considered to be a more accurate evaluation of facilitative skills than the global ratings used in a previous study with similar results, these data lend further support to the relative effectiveness of Monitor-modeling supervision. Due to the small sample and the local situation of the study, additional research is recommended. References are included. (Author)
Descriptors: Counseling Effectiveness/ *Counselor Evaluation / *Counselor Performance/ *Counselor Training/ Evaluation Methods/ Feedback/ Individual Counseling/ Interpersonal Relationship/ *Practicum Supervision/ Research Projects/ *Supervisory Methods/ Tables (Data)

ED070010 CG007638
Steps Toward Outcome Criteria in Counseling and Psychotherapy.
Thompson, Andrew; Miller, Adam
70 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A criterion system based on client perspective was developed to appraise the effects of counseling. There were four subject samples: (1) 142 clients seen for individual counseling during 1967-68; (2) 42 clients counseled during 1969-70; (3) 17 clients seen for group counseling; and (4) 60 respondents to a letter asking for volunteers. The instruments used were a goals checklist which contained a broad range of personal goals, and a follow-up questionnaire mailed to each subject. Clients marked their goals on the checklist, were counseled, and later reported by the questionnaire significant events indicating progress toward their goals. Interjudge agreement on classification of the questionnaire responses into 29 categories exceeded 85%. Goals and questionnaire categories ranged from general attitudes to specific behaviors. The system is discussed in terms of its potential usefulness, validity, and versatility. (Author/BW)
Descriptors: Counseling/ *Counseling Effectiveness/ Counseling Goals/ *Counselor Evaluation/ Counselor Performance / Evaluation/ *Evaluation Methods/ Helping Relationship/ *Student Reaction

DIALOG File1: ERIC 66-MAY78 (Item 105 of 130) User1210 17may78

ED065814 CG007412
Similarity-Dissimilarity in Counselor-Counselee Ethnic Match and its Relevance to Goal Behavior of Job Trainees.
Harrison, Don K.
72 188p.
Sponsoring Agency: Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
This study was designed to explore the attitude of black manpower trainees towards counselors who differed in race and to determine the effects of counselor race on goal persisting behaviors as perceived by manpower trainees. Subjects were 191 unemployed black males (N=75) and females (N=116) who were enrolled in three programs in Detroit, Michigan. A total of 19 counselors were included, 6 black and 13 white. Data were collected by means of questionnaire and two instruments, administered during personal interviews. There were six principal findings of this study. The interpretation of these findings was that those trainees with black counselors expected less and perceived that they got more than anticipated, while those with white counselors expected more and perceived that they got less than expected from the counseling relationship, suggesting that trainees become pro-black. The findings are discussed in terms of the different expectations trainees had for white and black counselors. (Author/BW)
Descriptors: Counseling/ Counseling Effectiveness/ Counseling Goals/ Counselor Acceptance/ *Counselor Attitudes/ *Counselor Evaluation/ *Ethnic Grouping/ Ethnic Groups/ *Ethnic Relations/ Minority Groups/ Negroes/ Vocational Counseling

ED064639 CG007284
Accountability and a Systems Approach to Marital Counseling in the University.
Paulson, Donald L., Jr.
Mar 72 20p.; Paper presented at the American Personnel and Guidance Association Annual Convention, March 26, 1972, Chicago, Illinois
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The purpose of this paper was to bring together the concept of educational accountability and a systems approach to delivering marital counseling services to a university community. In so doing a heavy emphasis was placed on outlining the basic assumptions underlying the current movement for educational accountability and presenting one, very viable, model for defining and achieving educational accountability. The only concrete reference to marital counseling was as an example of how the process model for defining and achieving educational accountability might be implemented. First, the increasing importance of accountability in the next few years was emphasized. Secondly, by giving an example of accountability theory in practice, it was shown that it is a nonthreatening issue and worthwhile in the design and implementation of campus mental health services. Finally, it was noted that while the example of implementing the accountability model was concerned with marital counseling, this model is applicable for all levels and types of mental health interventions on the college campus. (Author/BW)
Descriptors: Counseling/ *Counseling Effectiveness/ Counseling Goals/ Counseling Services/ Counselor Evaluation/ Counselor Performance/ *Educational Accountability/ Evaluation Methods/ Family Counseling/ Family Problems/ Marital Status/ *Marriage Counseling/ *Models/ *Student Personnel Services

ED063537 CG007098
Increasing Verbal Empathy as a Function of Feedback and Instructions.
Carlson, Keith W.
Middle Tennessee State Univ., Murfreesboro.
69 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Counselor-trainee response uncertainty and delayed supervisor feedback are two apparent difficulties when looking at the normal practicum procedures from a learning theory frame of reference. Twenty-four counselor-trainees were randomly assigned to three experimental groups and one control group, ie:, immediate feedback, feedback and instructions, equipment present, and control. Available to the three experimental groups during treatment was an FM-radio system enabling supervisors to communicate to the counselor-trainees. Pre-and post-audio tapes were selected and rated on empathy. An analyses of variance on the pre- and post- differences in ratings were computed resulting in a significant "F" ratio (p less than .05). Subsequent multiple comparisons showed all experimental groups significant when compared to the control group (p less than .01). The results showed that all experimental conditions significantly increased counselor-trainees' empathic responses. (Author)
Descriptors: *Counseling Effectiveness/ Counselor Attitudes/ *Counselor Characteristics/ *Counselor Evaluation/ Counselor Performance/ Counselors/ *Counselor Training/ Empathy/ Evaluation Methods

DIALOG File1: ERIC 66-MAY78 (Item 108 of 130) User1210 17may78

ED060475 CG006929
A Summary and Analysis of Group Counseling Research in Higher Education.
Maloney, W. Paul
Fairfield Univ., Conn.
71 19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The purpose of this study is to summarize and analyze the reported experimental research on group counseling in higher education between 1955 and 1967. The research is summarized and analyzed in terms of the problems, hypotheses, samples, treatments, measurements, analyses, and results. Thirty-one studies are evaluated. The findings suggest that, in general, the research in group counseling is not disciplined, controlled research. The mixed and conflicting results of the research are indicative of the methods and procedures utilized in the studies. The research neither proves nor disproves the usefulness of group counseling in improving academic achievement, changing attitudes, or modifying personality variables. Other problems found relate to: (1) lack of adherence to the experimental design employed; (2) lack of specifically stated hypotheses or the failure to adhere to the hypotheses in the course of the study; (3) failure to delineate treatments with hypotheses; and (4) failure to use adequate samples and criteria measurements. Recommendations for improvement in future research are also offered. (RK)
Descriptors: *Counseling Effectiveness/ Counselor Evaluation / *Group Counseling/ *Group Experience/ *Group Guidance/ Groups/ *Higher Education/ Research

ED058744 24 EM009542
The Development and Evaluation of an Interactive Computer System for Use in Counselor Education. Final Report.
Pepyne, Edward W.
Hartford Univ., West Hartford, Conn.
Oct 70 166p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-0-A-004
Grant No.: OEG-1-70-0006(509)
EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE
Within the context of programmatic research and an empirical systems approach, an interactive computer system was designed for use in counselor education and assessment. This report first describes the identification of several discrete counseling styles and the development of the Counselor Repertoire Developments System (CRD) to analyze the counseling task, and then concentrates on the design, development, and evaluation of an integrated subsystem of CRD--the Sequential Automated Monitoring of Counselor Repertoire Development (SAMOCORD). A brief overview of requirements for SAMOCORD implementation is provided. The basic objectives of the project are described: the development of a testing program called Program Self-Assessment; the development of a counseling simulation program called Program Counseling Exercises; the development of an interactive process analysis program called Program Interview Analysis; and the development of a computer program for use on remote terminals to provide a linguistic analysis of interview content called Program Interview Content Analysis. The remainder of the report describes the developmental procedures, evaluative activities, and implications for counseling curriculum development and research. (Author/SH)
Descriptors: *Computer Assisted Instruction/ *Counseling/ Counseling Effectiveness/ Counseling Goals/ Counseling Theories/ Counselor Characteristics/ Counselor Educators/ *Counselor Evaluation/ Counselor Performance/ Counselors/ *Counselor Training/ Interaction Process Analysis/ Interviews/ Simulation/ *Systems Approach

ED050425 CG006432
Client Satisfaction with Counseling as a Function of Type of Problem, Training and Experience of Counselor, and Duration of Counseling.
Watson, Patricia; Noble, Frank C.
American Personnel and Guidance Association, Washington, D.C.; George Peabody Coll. for Teachers, Nashville, Tenn.
Apr 71 26p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This is a follow-up study of clients seen at the Inter-University Psychological and Counseling Center during the 1968-1969 academic year. The instrument used was the Counseling Services Assessment Blank; 59% of the clients returned the questionnaire. Three questions were investigated: Are there differences in satisfaction among clients with problems which are primarily educational-vocational and personal problems? Is client satisfaction related to training and experience of the counselor? Is client satisfaction related to amount of time spent in counseling? Results indicated: (1) greater satisfaction for the clients with personal problems, rather than educational-vocational problems; (2) no significant differences in satisfaction dependent on the training and experience of the counselor; and (3) length of time in counseling and satisfaction were found to be significantly correlated for the clients with personal problems, but not for the educational-vocational choice clients. (Author)
Descriptors: *Counseling Centers/ *Counseling Effectiveness/ Counseling Services/ *Counselor Evaluation/ *Counselor Performance/ Educational Counseling/ *Student Personnel Services/ Vocational Counseling

DIALOG File1: ERIC 66-MAY78 (Item 111 of 130) User1210 17may78

ED050408 CG006413
The Effectiveness of Guidance in Today's High Schools: A Survey in Illinois.
Runkel, Philip J.
Oregon Univ., Eugene.
62 690p.
EDRS Price MF-$ 1.23 HC-$34.91 PLUS POSTAGE
The chief interest of this study was the relationship between two predictor variables (counselor-student ratio and visiting the counselor) on the one hand and criteria of counseling effectiveness on the other. Other, possibly significant, control variables are described, most notably general academic aptitude. The data was collected primarily by questionnaires from those public high schools of Illinois with an enrollment of 100 or more students. The findings supportive of guidance included: (1) students' knowledge about the educational requirements of their chosen occupations was increased; (2) high counselor availability correlated positively with a larger proportion of high academic aptitude girls being enrolled in the college prep curricula; and (3) the counseling increased the frequency with which students were found to have chosen occupations appropriate to their abilities. The general conclusion is that, while guidance counseling as practiced in unselected Illinois schools affects students favorably, important qualifications are necessary for accurate and useful data interpretation. These are discussed. (TL)
Descriptors: *Counseling Effectiveness/ Counselor Evaluation / *Evaluation/ Evaluation Criteria/ Guidance/ *Guidance Counseling/ *Guidance Programs/ Guidance Services/ Pupil Personnel Services/ *Secondary School Counselors/ Secondary School Students/ Vocational Counseling

ED050356 CG006351
The Development of Effective Counselors in Terms of Counselor Performance.
Hart, Gordon M., Jr.
American Personnel and Guidance Association, Washington, D.C.; Temple Univ., Philadelphia, Pa.
Apr 70 13p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In this study a group of graduate students in counseling courses were randomly placed in an experimental group and were trained to be open-minded in their attitudes. They were compared with a randomly selected control group who received no training. During a 10-week period, subjects in the experimental group completed 8 written exercises, and corresponded by mail with the experimenter regarding them. At the end of the experimental period, all subjects were evaluated by written attitude tests and by measures of their performance with a coached client in a 45-minute counseling session. Results showed that the trained subjects were significantly higher on the 3 performance measures. No differences were found on the written attitude measures. The levels attained by those briefly trained subjects were comparable to or higher than levels attained by advanced graduate students and counselors in the field. Implications are that the brief training (which was an indirect form of counseling) was effective. (Author)
Descriptors: Counseling/ *Counseling Effectiveness/ *Counselor Acceptance/ *Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ Interpersonal Relationship
Identifiers: Carkhuff's Empathy Scale/ Hart's Counselor Response Scale

ED049480 CG006284
Guidance Evaluation Guidelines. Guidelines for Evaluation of Counseling and Guidance Programs.
Andersen, Dale G.; And Others
Washington State Board of Education, Olympia.; Washington State Univ., Pullman.
67 37p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Particular aspects of evaluating counseling and guidance programs are discussed and various services which must be included if such programs are to optimally serve the total educational program are reviewed. After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques. The dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services. Brief consideration is given to available federal, state and local resources. A select bibliography concludes the publication. (TL)
Descriptors: Administrator Evaluation/ Counseling Effectiveness/ Counseling Programs/ Counselor Evaluation/ *Evaluation/ Evaluation Criteria/ *Evaluation Methods/ Evaluation Needs/ *Guidance Programs/ *Personnel Evaluation/ *Program Evaluation/ Program Improvement

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ED049470 CG006255
An Analysis of College Freshmen Perceptions of Staff Members Who Functioned as Counselors Compared to Those Who Functioned as Teachers and Counselors.
Delulio, Robert S.
Boston Univ., Mass. School of Education.
70 142p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
A total of 289 Boston University College of Basic Studies freshmen were randomly divided into two groups: (1) the Experimental Group in which each student was assigned a counselor who was also his psychology instructor; and (2) the Control Group in which each student was assigned a counselor who was not in a teaching relationship to him. Pre-study equivalence was established for the two groups on the basis of personality characteristics, levels of positive mental health, verbal ability, selected background data, and academic motivation. No differences were found between those students who did and did not see their counselors. Further, for those students who did see their counselors, the findings indicated that both groups perceived the interpersonal responses of their counselors in the same way, and that they brought similar problems to them. The study concludes that the teacher-counselor's role does not limit the number or nature of his counseling contacts. No evidence was produced against having a student counseled by one who also teaches him. (TL)
Descriptors: *College Freshmen/ *Counseling Effectiveness/ Counseling Goals/ *Counseling Services/ Counselor Characteristics/ Counselor Evaluation/ Counselor Functions/ *Counselors/ Needs/ Student Personnel Services/ *Student Personnel Workers/ Teachers

ED046016 CG006079
Student Awareness of the University of Utah Counseling Center. Research Report 25.; Client's Counseling Evaluation Inventory Ratings of Counselors and Academic Recovery Through Structured Group Counseling. Research Report 23.
Heaps, Richard A.; And Others
Utah Univ., Salt Lake City.
70 35p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Paper one discusses client ratings of counselors based on the Counseling Evaluation Inventory, and academic recovery through structured group counseling. Conclusions suggest that counseling success varies as a function of counselor comfort, and that counselors tend to become more comfortable with experience. Consequently, experienced counselors tend to be more effective to the extent that their experience is accompanied by perceived comfort with their involvement in a particular counseling context. The second paper presents a study designed to investigate awareness of the Counseling Center, as perceived by University of Utah students. It was found that about one quarter of the student sample were totally unfamiliar with the Center, and that whether students had been to and/or heard of the Center was related to their perception of the Center's service function. Study results strongly point to the need for greater student awareness of the Center's function. (Author/KJ)
Descriptors: College Students/ *Counseling Centers/ *Counseling Effectiveness/ *Counselor Characteristics/ Counselor Evaluation/ Counselor Performance/ *Student Needs/ Student Personnel Programs/ *Student Personnel Services

ED044728 CG005974
Counselor Image in the Secondary Schools of Kalamazoo, Michigan.
Betz, Robert
Educator Feedback Center, Kalamazoo, Mich.; Kalamazoo Public Schools, Kalamazoo, Mich.
70 19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The increasing demand for accountability in education provides the framework for studying service delivery by school counselors. A brief theoretical discussion concluded that significant others' perceptions of self are effective stimuli to self-change. The project reported in this paper has two primary objectives: (1) to provide student feedback to counselors; and (2) to establish behavioral objectives for counselors. A secondary objective was to gather sufficient data for statistical analysis of the newly designed Counselor Image Questionnaire (CIQ), which is a 15-item, 5 category, forced choice questionnaire designed to yield student opinons of school counselors. Fifty students from the caseload of each of 27 secondary school counselors completed the questionnaire. Results indicated that students: (1) saw counselors as being only sometimes available; and (2) seldom viewed counselors as an individual to go to with a personal problem. Five recommendations based on the results are discussed. (TL)
Descriptors: *Counseling Effectiveness/ Counselor Characteristics/ *Counselor Evaluation/ Counselor Functions/ Counselor Performance/ Counselor Qualifications/ Counselors/ *Secondary School Counselors/ *Secondary School Students/ Student Attitudes/ *Student Opinion/ Student Reaction
Identifiers: Kalamazoo/ Michigan

DIALOG File1: ERIC 66-MAY78 (Item 117 of 130) User1210 17may78

ED040449 CG005470
Use of the Hill Interaction Matrix in Individual Counseling Research.
Boyd, Robert E.
American Personnel and Guidance Association, Washington, D.C.; Illinois Univ., Urbana.
Mar 70 14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 22-26, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Research in counseling effectiveness is moving from the use of gross outcome measures to analysis of the counseling process. One successful approach has been the adoption of a social-psychological model of interview analysis which attempts to specify within-interview conditions which facilitate client behavior change. The criteria and procedure for developing such a system is briefly presented and the fidelity of the Hill Interaction Matrix to them elaborated. The paper attempts to provide four types of data about the Matrix: (1) that relative to its measurement characteristics; (2) the uses which have been made of it in individual counseling research, specifically the studies of Lee, Helervik, and Boyd; (3) problems involving its use, primary among which was the training of raters and all of which concerned aspects of the rating system; and (4) suggested extensions of the current scoring procedures. The conclusion holds that the Hill Interaction Matrix fulfills the conditions necessary for instruments of its type better than any other scale currently available. (TL)
Descriptors: Counseling/ *Counseling Effectiveness/ Counseling Goals/ Counselor Educators/ Counselor Evaluation/ *Counselor Performance/ *Counselor Training/ *Research/ Research Problems/ Research Utilization

ED039605 CG005434
The Effectiveness of Counseling in the Employment Service in Assisting the Disadvantaged. A Comparative Study. Research Design.
Marshall, Dolores Rocque
Louisiana Polytechnic Inst., Ruston.
Aug 69 9p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
The purpose of the study was to compare the effects of "regular agency" counseling and Bordin's "psychological Counseling" with disadvantaged clients in a U.S. Employment Service setting. The differences between the two approaches are spelled out, and the advantages of the psychological counseling proposed. Two criterion measures were used: (1) a revised version of Stephen's self-concept scale for determining change or adjustment; and (2) the percentage of clients who reported for scheduled testing. The sample consisted of 12 persons in each group chosen at random. They were classified as economically and culturally disadvantaged and were varied in terms of age and sex. Suggestive evidence, based on analysis of pre- and post-counseling scores, was found favoring the Bordin treatment both in terms of change on the self-concept scale and in the percentage of clients reporting for scheduled testing. The results were discussed, implications drawn, and limitations of the research mentioned. (Author/TL)
Descriptors: Counseling/ Counseling Centers/ *Counseling Effectiveness/ Counselor Evaluation/ *Counselor Performance/ Counselors/ *Culturally Disadvantaged/ *Employment Counselors/ Employment Interviews/ *Employment Services/ Job Applicants

ED039585 CG005380
Report of the School Guidance Program Study in Region VII, West Virginia Schools. Region VII Pace and Secondary School Cooperative Project.
Green, Donald A.; Hummel, Dean L.
Ohio Univ., Athens. Coll. of Education.
24 Feb 69 89p.
Sponsoring Agency: Mercer County Board of Education, Princeton, W. Va.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
The study begins with an elaboration of the standards and components of an effective guidance program, which served as a reference point for the study. Three sources of data were used: (1) Student Guidance Questionnaire which was administered to a ten per cent sample of all children in grades seven through twelve in the region; (2) the Guidance Resource Inventory completed by staff members in the region's 67 schools, and the School Testing Program Inventory which incorporates the basic criteria for a sound program; and (3) a structured Interview Form used to confirm information collected by the previously mentioned instruments. Students, teachers, administrators, parents and counselors were interviewed. All instruments are included, data presented, and numerous conclusions drawn. Recommendations based on the findings were made toward the goal of their maximal utilization. The data were interpreted in the light of generally accepted standards for guidance in the schools. (TL)
Descriptors: Counselors/ Counseling Effectiveness/ *Counseling Services/ Counselor Evaluation/ Counselor Performance/ Counselor Role/ Guidance/ Guidance Centers/ Guidance Facilities/ *Guidance Functions/ *Guidance Programs/ *Guidance Services/ Pupil Personnel Services/ Testing Programs

DIALOG File1: ERIC 66-MAY78 (Item 120 of 130) User1210 17may78

ED039581 CG005376
Experimental Laboratory Research in Counseling.
Strong, Stanley R.
American Personnel and Guidance Association, Washington, D.C.; Minnesota Univ., Minneapolis.
23 Mar 70 12p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, March 23-26, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
In spite of the potential which experimental research methods affords counselors in the development of effective counseling services, such methods are seldom used. After briefly reviewing the arguments against experimental research and their underlying beliefs, the author sets out: (1) to explore the implications of using the laboratory to conduct experimental counseling research; and (2) to describe a laboratory-based counseling research program. A distinction was drawn between the implications of research for counseling (viewed as a function of bridging counseling theories) and applications of research findings to counseling (viewed as a function of theory and the effects of "boundary" conditions which must be considered in applying laboratory research results to counseling.) The conditions were stated as: (1) a conversation (2) between persons of unequal status (3) of some duration in which one participant (4) is motivated to change and (5) may be psychologically distressed. The author provides an example and concludes that laboratory research which evaluates relevant hypothesis and attends to boundary conditions, fills the gap between basic research and counseling practice. (TL)
Descriptors: *Counseling/ *Counseling Effectiveness/ Counseling Goals/ Counseling Programs/ Counseling Services/ *Counseling Theories/ Counselor Evaluation/ Counselor Functions/ Counselor Performance/ Counselor Training/ Research / *Research Methodology/ Research Needs/ Research Problems/ Research Proposals/ *Research Utilization

ED033394 CG004329
The Efficacy of Counseling in the Elementary School.
Van Hoose, William H.; And Others
69 14p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
While counseling individual children is viewed by many as the most important function of an elementary counselor, little research has been done on the outcome of this counseling. This study was designed, to determine whether counseling affects student behavior in terms of: (1) academic performance, (2) peer relationships, and (3) personal adjustment. The investigators also wished to determine whether methods used in this study were appropriate for measuring counseling outcomes. Subjects were fifth and sixth graders in six schools. Each subject was rated on the Teacher Rating Scale and completed the Metropolitan Achievement Test (MAT) (Intermediate Battery) and the California Test of Personality. (CPT). A sociogram for each of the 12 classrooms involved was completed. A total of 120 subjects were then chosen together with six counselors. Those in the experimental group received counseling while those in the control group did not. Conclusions and implications include that counseled students appeared, at least in teachers' eyes, to improve significantly. There were no significant differences between the experimental and control groups in their growth on the MAT or the CPT. It is possible, however, that standardized tests are not sensitive enough to pick up immediate behavioral change while teachers and peers might. (KJ)
Descriptors: *Academic Achievement/ Behavioral Science Research/ Behavior Change/ *Counseling Effectiveness/ Counselor Evaluation/ *Elementary School Counseling/ Elementary School Students/ Grade 5/ Grade 6/ *Peer Relationship/ *Personality Change
Identifiers: California Personality Test/ CPT/ MAT/ Metropolitan Achievement Test

DIALOG File1: ERIC 66-MAY78 (Item 122 of 130) User1210 17may78

ED033382# CG003967
Counselor Problems Associated with Client Characteristics. Wisconsin Studies in Vocational Rehabilitation. Monograph III.
Thoreson, Richard W.; And Others
Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.
68 37p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Available from: Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Avenue, Madison, Wisconsin 53706 (Single Copies are Free; They are not available in quantities)
Document Not Available from EDRS.
This study was designed to describe rehabilitation counselor perceptions of client characteristics which cause problems in counseling and vocational planning. Counselors were asked to identify barriers to effective rehabilitation which might be attributed to the client's characteristics. Each counselor was interviewed individually and was asked to identify major professional problems and to submit recommendations for their resolution. Data for this part of the present study were obtained from a question on problems stemming from the characteristics of the client himself. Responses were coded independently by three judges. Results suggest that rehabilitation counselors perceive a "lack of motivation for rehabilitation" to be the major problem in counseling and vocational placement. The pattern of responses was interpreted as reflective of the intense frustration encountered by the rehabilitation counselor in working with the "unmotivated" client. This general category was further delineated into six general patterns, the majority of which were psychological in nature. Differences between beginning and career counselors on perception of low-labor-market demand problems were interpreted as indicative of the beginning counselor's lack of job placement experience. (Author/KJ)
Descriptors: Counseling Effectiveness/ *Counselor Characteristics/ Counselor Evaluation/ Counselor Training/ *Motivation/ *Personality Problems/ Problems/ *Rehabilitation Counseling/ Rehabilitation Programs/ *Relationship/ Vocational Counseling/ Vocational Rehabilitation

ED033381# CG003965
Counseling Problems Associated with Counselor Characteristics. Wisconsin Studies in Vocational Rehabilitation. Monograph VIII.
Thoreson, Richard W.; And Others
Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.
68 37p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington D.C.
Available from: Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Avenue, Madison, Wisconsin 53706 (Single Copies are Free; They are not available in quantities)
Document Not Available from EDRS.
This report describes rehabilitation counselor perceptions of counselor characteristics which cause problems in counseling and vocational planning. Data were gathered as a part of a large scale survey of professional problems of rehabilitation counselors. Data specific to this study was obtained from counselor responses to a question concerning counselor responsibility for difficulties in counseling and vocational planning. Responses were independently coded by three judges. Results indicated that the rehabilitation counselors were sensitive to their impact upon the rehabilitation process. Four major problem areas relating specifically to the counselor were identified: (1) lack of knowledge and skills, (2) imposition of perceptions and goals on client, (3) lack of objectivity, and (4) personality conflict between counselor and client. The positive relationship between experience and problem openness was interpreted as suggesting greater comfortableness and less vulnerability to threat on the part of the counselor as a function of experience. (Author/KJ)
Descriptors: Counseling Effectiveness/ *Counselor Characteristics/ *Counselor Evaluation/ Counselor Training/ *Personality/ Problems/ *Rehabilitation Counseling/ Rehabilitation Programs/ Relationship/ Vocational Counseling/ *Vocational Rehabilitation

DIALOG File1: ERIC 66-MAY78 (Item 124 of 130) User1210 17may78

ED033378# CG003962
Counselor Orientation: Relationship with Responsibilities and Performance. Wisconsin Studies in Vocational Rehabilitation. Monograph X.
Ayer, M. Jane; And Others
Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.
68 45p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C.
Available from: Dr. George N. Wright, Regional Rehabilitation Research Institute, 2218 University Avenue, Madison, Wisconsin 53706 (Single Copies are Free: They do not sell them in quantities).
Document Not Available from EDRS.
This study investigated the relationship between the professional orientation of the counselor and his attitudes toward the following responsibilities: (1) eligibility determination, and (2) employment placement. Subjects were 279 counselors employed in state rehabilitation agency offices. Significant relationships were found between rehabilitation counselor professional orientation and auxiliary variables from the Rehabilitation Counselor Survey (RCS) survey schedule, including undergraduate education, prior work experience and questions concerning case finding, perceived major professional problems, and solution to paramount problems. Because the data yielded relatively few significant results from the total number of comparisons, it is possible that situation problems related to eligibility determination, employment placement, and professional development are common to all counselors, with a limited number of available solutions. These results suggest that different counselor skills and interests may predispose to greater effectiveness in specific areas, for example, relationship counselors in counseling. (KJ)
Descriptors: *Counseling Effectiveness/ Counselor Characteristics/ *Counselor Evaluation/ Counselor Training/ *Employment Problems/ *Job Placement/ Problems/ *Professional Personnel/ Rehabilitation Counseling/ Rehabilitation Programs/ Relationship/ Vocational Counseling/ Vocational Rehabilitation

ED032602 CG004619
Sophistication in Counselor Self-Understanding and Perceived Effectiveness.
Gump, Larney R., Jr.
Maryland Univ., College Park.
69 14p.; This article is based on a doctoral dissertation submitted under the supervision of George R. Hudson, to Pennsylvania State University, University Park, Pennsylvania
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Counselor self-understanding as a vital factor in counseling is universally supported in the literature and by professional organizations. However, several practicing school counselors stated that they did not relate their self-understanding to their work as counselors. The purpose of this study was to determine the reliability of classifying counselors as Sophisticated or Naive with respect to self-awareness, and to obtain counselor and client ratings of effectiveness. The polarization model of so classifying counselors is not complete; a continuum model might be more reliable. Clients of naive counselors rated their counselors higher in counseling effectiveness than did clients of sophisticated counselors. (Author)
Descriptors: *Counseling/ *Counseling Effectiveness/ *Counselor Characteristics/ *Counselor Evaluation/ *Counselors / Counselor Training/ Self Concept/ Self Evaluation

ED032583 CG004477
Counselor Education in Minnesota: A Status Study.
Hogan, Joe; Markwardt, Frederick C.
Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
69 60p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
This study is based on national guidelines established by the Association for Counselor Education and Supervision but adapted to Minnesota certification standards. This study sheds light on the quality of counselor education in Minnesota, and it clearly points the direction colleges and universities must take if they are to meet the needs of today's schools. Chapter One discusses counselor education and evaluation, including professional accreditation, state accreditation, and counselor education in Minnesota. The design of the study is presented. Objectives, the general plan of study, modifications, and observations are included. General findings related to: (1) philosophy, (2) administrative organization, (3) professionalization of staff, (4) curriculum, (5) practicum, (6) student staff relationships, (7) facilities, and (8) institutional climate are presented. Recommendations for counselor education in Minnesota and issues in counselor education are given. The part-time, full-time dilemma and recruiting are also discussed. (Author/KJ)
Descriptors: *Counseling Effectiveness/ *Counselor Certification/ *Counselor Evaluation/ Counselor Qualifications / *Counselor Training/ *Guidance Programs/ Surveys
Identifiers: Minnesota

ED025779 CG002106
Counselor-Client Diagnostic Agreement and Perceived Outcomes of Counseling: A Progress Report.
Hurst, James C.; And Others
American Personnel and Guidance Association, Washington, D.C.
Apr 68 12p.; Paper presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This study was designed to investigate the effect of congruity of counselor and client diagnoses upon client-perceived success in counseling. The Missouri Diagnostic Classification Plan (MDCP) was used as the basic diagnostic method. Agreement in the 15 categories was related to client-perceived success of counseling. Subjects, all clients at the Oregon State University Counseling Center, were each diagnosed as his case was closed. Responses to follow-up questionnaires, designed for this purpose, were tabulated with demographic information. The strength of the relationship between counselor-client diagnoses and perceived outcomes is demonstrated in both multiple counselor-client agreements and in counselor-client argument-disagreement. The results support the growing evidence that interpersonal sensitivity and openness of communication are vital characteristics of successful counselors. (KP)
Descriptors: Communication (Thought Transfer)/ *Counseling Effectiveness/ *Counselor Acceptance/ *Counselor Evaluation/ *Counselor Performance/ *Educational Diagnosis/ Interpersonal Relationship/ Prediction/ Self Evaluation
Identifiers: Missouri Diagnostic Classification Plan

ED025777 CG001728
The Selection of Counselors.
Patterson, C.H.
Washington Univ., St. Louis, Mo.
Jan 67 28p.; Paper presented at the Conference on Research Problems in Counseling, Washington Univ., St. Louis, Missouri, January 10-13, 1967. 728
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This paper avaluates research on the characteristics and selection of counselors. It also considers the implications of recent developments in counseling theory and practice for the research on counselor characteristics and selection. There has been almost no research on counselor selection as such. The research on characteristics of counselors has been limited to counselors in training, with many studies simply describing the characteristics of groups of counseling students. Other studies comparing more effective with less effective student counselors have failed to define their criterion of effectiveness or failed to determine whether differences existed prior to training. A mediate criterion has been determined for counselor characteristics in the counseling relationship. This criterion is applicable in a standardized manner to counseling interviews and demonstratedly related to counseling outcomes. This criterion, consisting of ratings of counselor empathy, congruence, warmth, and concreteness, makes predictive studies possible. It is desirable for predictive studies (1) to be evidently useful, (2) bear a concurrent relationship to the criterion, (3) apply to the applicants' interviews, and (4) be rather easily obtainable. Possible instruments are suggested. (KP)
Descriptors: *Counseling Effectiveness/ Counselor Acceptance / *Counselor Attitudes/ Counselor Characteristics/ *Counselor Evaluation/ Evaluation Methods/ Measurement Techniques/ *Research/ Research Methodology/ Research Problems

ED022208 CG002701
Inner Content vs. Academic Content in Public Schools.
Mitchell, Kevin M.
American Personnel and Guidance Association, Washington, D.C.
Apr 68 9p.; Speech presented at the American Personnel and Guidance Association Convention, Detroit, Michigan, April 7-11, 1968.
Report No.: ARRT&TC-263
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Although general counselor characteristics are related to positive client outcomes, an examination of counselor behaviors which may be more specific to the counseling situation is necessary. Discussed here are two variables specific to the counseling situation: (1) counselor immediacy, the degree to which the counselor ignores or explores client references to the counselor; and (2) confrontation, the response of the counselor who sees such a great discrepancy between himself and his client that he must confront the client. Some 56 interviews were assessed for levels of sympathy, warmth, and genuineness. The interviews were rated on five major types of confrontation. High functioning therapists confront their clients significantly more often than low functioning therapists. The high functioning therapists also used experiential, strengths, and encouragement to action confrontations significantly more often than low functioning therapists. (PS)
Descriptors: *Counseling Effectiveness/ Counselor Evaluation / *Counselor Performance/ *Research Projects

DIALOG File1: ERIC 66-MAY78 (Item 130 of 130) User1210 17may78

ED017956# CG001795
RESEARCH GUIDELINES FOR HIGH SCHOOL COUNSELORS.
BOSDELL, BETTY
College Entrance Examination Board, New York, N.Y.
67
DOCUMENT NOT AVAILABLE FROM EDRS.
THIS RESEARCH GUIDELINE INCLUDES SEVEN ARTICLES ON METHODOLOGY BY WHICH SCHOOL COUNSELORS CAN DESIGN AND CONDUCT RESEARCH STUDIES RELEVANT TO THEIR OWN SCHOOLS AND DISTRICTS. GENERALIZATIONS CONCERNING THE INIATION OF THE STUDY, PROCEDURES FOR ANALYZING AND REPORTING THE DATA, AND INTERPRETATION OF THE DATA ARE GIVEN IN THE INTRODUCTION. RESEARCH STUDIES FOR IDENTIFYING STUDENT CHARACTERISTICS, STRUCTURE AND FUNCTION OF SPECIAL ACTIVITIES, AND STUDENT CAREER CHOICES ARE PRESENTED. ALSO PROVIDED ARE MODELS FOR A PREDICTION STUDY AND EVALUATION OF COUNSELOR EFFECTIVENESS. THE FINAL TWO ARTICLES ARE CONCERNED WITH AN OPINION SURVEY AND THE FOLLOW-UP STUDY. AS THE EMPHASIS IN ALL ARTICLES IS ON "HOW-TO-DO-IT," DETAILED PROCEDURES ARE INCLUDED FOR EACH RESEARCH AREA. COPIES OF THIS PUBLICATION MAY BE ORDERED FROM COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540 FOR $2.00 PER COPY. (CG)
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